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ABSTRACT

The guide, designed for sixth, seventh, or eighth grade teachers and students presents five social studies instructional units for career exploration related to the occupational clusters transportation, communication, manufacturing, health, and business and office occupations. The units deal specifically with: land transportation as a social problem, communication media, locating a manufacturing facility, the public health official, and a career in management. Each unit is based on behavioral objectives which are stated as terminal objectives, dealing with the subject matter to be covered, and as specific objectives, dealing with the student performance necessary to reach the terminal objective. The other components of each unit are: list of suggested activities for instructor and student, reference list, information sheets outlining the content of the unit and a brief description of jobs related to the unit, assignment sheets providing specific written activities and creative projects, answers to assignment sheets, a unit test, and answers to the test. Some units also contain transparency masters or student hand-out sheets. Instructions for using the guide and forms and guidelines for field trips, interviews, and resource people are included. (MS)

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Career Education

Social Studies

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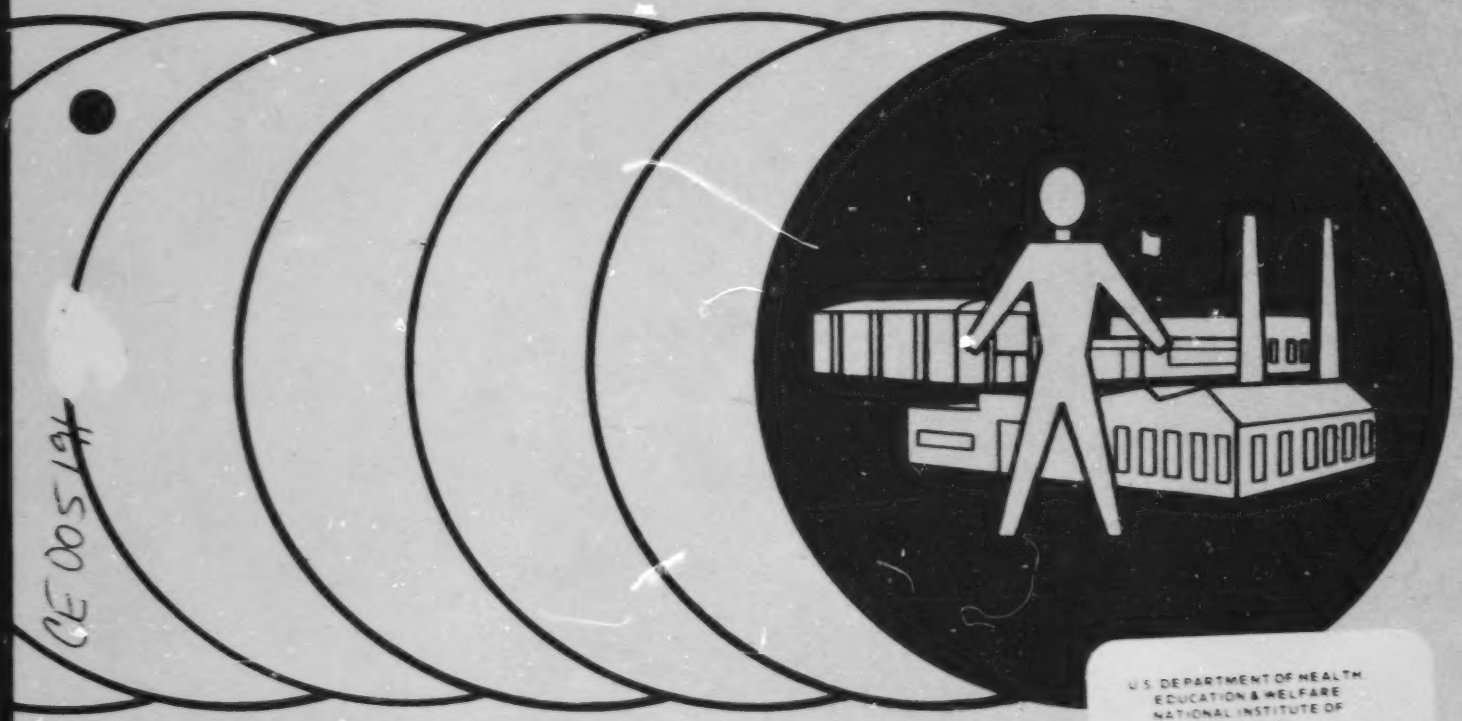

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STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION/STILLWATER, OKLAHOMA

CAREER EDUCATION SOCIAL STUDIES

UNITS FOR CAREER EXPLORATION IN
SIXTH, SEVENTH OR EIGHTH GRADE

Development and Revision
Coordinated by:
Mary Robinson, Curriculum Specialist
State Department of Vocational-Technical Education
Stillwater, Oklahoma
1974

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(NOTE: These units need not be taught in any specific order.)

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INTRODUCTION

In the school-based model of career education, students should be ready for the career exploration stage at approximately grades seven and eight. Career exploration should be part of the daily curriculum infused into the major subject areas to help students become aware of occupations that lead from the subject areas.

One of the key concepts of career education is for every teacher in every course to emphasize the contribution that subject matter can make to a successful career. This publication is designed to help the classroom teacher achieve this concept.

In the exploration phase of career education students are exposed to basic concepts needed for success in the occupational cluster. Exposure to basic concepts is accomplished through hands-on activities, field trips, work observations, role playing, and simulations. This approach helps the students to understand themselves in relation to the educational and occupational alternatives, including the occupational outlook available to them.

These units are not intended to replace present subject matter content but rather to enhance the learning of subject matter skills. It is our belief that student motivation can be increased by making curriculum more relevant to his lifetime career needs.

Field Testing

An intensive two day workshop was held in July, 1973, at Central State University in Edmond, Oklahoma, for teachers committed to field test these units during the 1973-74 school year. During the workshop teachers were oriented to the concepts of career education and to the format for these materials. The teachers also received training for teaching a unit of instruction.

The materials were field tested by selected teachers from the following schools during the 1973-74 school year: Central Junior High School, Bartlesville; Orlando Junior-Senior High School; Blackwell Junior High School; Lindsay Junior-Senior High School; Jefferson, Rogers, and Eisenhower Middle Schools, Oklahoma City; and Irving, Longfellow, and Whittier Middle Schools, Norman. The career education curriculum staff worked closely with the teachers during field testing. Evaluations were collected and revisions were made as recommended.

Field Trips and Resource Personnel

It is suggested that both field trips and guest speakers be utilized as much as possible for the geographic area. These activities allow students to relate to people who work at various jobs and to see people in their work environments. Emphasis for both field trips and guest speakers should be on the worker rather than on the product. For example, on a field trip to a factory attention should be directed toward the workers there, what they do, how they receive their training, how one worker depends on many others, and what they like or dislike about their jobs.

The teacher is responsible for guiding the choice of field trips and guest speakers and for selecting the time at which the students will profit most from the experience. To become familiar with the place to be visited and the things to be seen, the teacher should, if possible, investigate the field trip site by taking the trip in advance. Permission

for a trip must be obtained from the school principal, the person in charge of the place to be visited, and the parents of the students.

Students can be taught some general interviewing techniques which can be used for interviewing workers on a job or resource persons brought into the classroom. Precautions should be taken to see that students do not disturb the workers too much. Specific students could be assigned to interview certain kinds of workers and then report to the entire class. Plans for interviewing should be cleared with the business prior to the visit. It may be advisable to provide the resource site or resource speaker with a list of questions the students are likely to ask.

Some sample forms and questions are provided on the following pages. These can help the teacher prepare for more effective utilization of field trips and resource personnel.

BUSINESS SURVEY SHEET

1. What is the name of your business?_____

   A. Address_____

   B. Phone_____

2. Who should be contacted to arrange a visit to your business?

   _____

   A. Position with firm_____

   B. Phone_____

3. Would someone be able to visit the classroom to prepare for the trip or follow it up?_____

4. For what age children is the tour appropriate?_____

5. How many can be accommodated at one time? _____

6. How many school groups can be handled per year?_____

7. What is the best time of year to visit?_____

8. What is the best time of week to visit?_____

9. What is the best time of day to visit?_____

10. How much time is needed for the visit?_____

    What is the cost to the pupils?_____

    To the school?_____

11. Are there facilities for meals?_____

    Is there ample parking space?_____

    A. Bus_____

    B. Car_____

12. Do you have special exhibits, film, tapes, etc. that could be used for instructional purposes? If so, what are the subjects and how may they be secured?

    _____

    _____

Questionnaire (continued)

13. Brief description of the tour _____

_____

_____

14. Is guide service provided? _____

15. Are there any special safety precautions to be observed during the visit? _____

_____

16. In what other ways can the business and industries of this area contribute to the education of our young? _____

_____

_____

_____

17. What can the school community do for you? _____

_____

_____

_____

_____

x

PERMISSION SLIP FOR FIELD TRIPS
(to parent or guardian)

School _____
Teacher _____
Grade _____

_____ has my permission to participate in career
(Student's Name)
exploration field trips with the Industrial Arts classes for the _____ school year.

Signed,

_____ _____
(Date) (Parent or Guardian)

FIELD TRIP REQUEST
(to authorized school personnel)

DATE:_____

SCHOOL:_____ TEACHER_____ ROOM___

Business or Industry to be visited:_____

_____

_____ Phone:_____

Special Areas of Interest:_____

_____

_____

_____

Date(s) requested_____ Date(s) confirmed_____

Grade Level_____ Age_____ Size of Group_____ No. of Adults_____

Type of Transportation needed (bus or walk)_____

Leave (time)_____ Return (time)_____

APPROVED: _____ Counselor

_____ Building Principal

_____ Office of Superintendent

DISAPPROVED: _____

REASON: _____

_____

_____

RESOURCE SITE OBSERVATIONS

(NOTE: Distribute to students prior to field trip. These guidelines may also be used for personal interviews.)

1. The number of different jobs in existence at the resource site.
2. The number of people employed in each job.
3. Nature of the work done.
4. Whether a particular job is expanding or declining.
5. Educational and training requirements.
6. The route to getting a particular job.
7. Age requirements to work in different areas.
8. Physical requirements.
9. Hours per week employees are required to work.
10. Opportunities for advancement.
11. Whether union or other membership is required.
12. Vacation time allotted.
13. Whether or not there are health insurance and retirement or pension plans.

PREPARATION FOR INTERVIEWS

The following is a list of helpful hints for teachers and pupils when preparing for interviews:

1. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the questions, or he may not have the detailed information that the student is seeking.

2. It may be helpful to send the resource person a list of questions the class is considering.

3. Familiarize pupils with questions and have them mark the questions they would like to ask.

4. Inform pupils before an interview that the resource person does not have to answer a question if he does not want to.

5. Teachers should be alert to step in and help facilitate communication if either the student or resource person is not understanding what the other has said.

6. The teacher should feel free to clarify questions and answers whenever it is desirable to do so.

7. Pupils should be given the opportunity to discuss the reason why a worker may oversell or undersell his field, such as a need to impress his listeners, a lack of information due to limited experiences in the field, or a need to rationalize his own success or failure on the job.

QUESTIONS FOR RESOURCE PEOPLE

(NOTE: These questions could be utilized by students when interviewing a resource person.)

1. What do you do on the job?
   a. What time did you go to work this morning?
   b. What was the first thing you did?
   c. How long did that take (cover the entire day)?
   d. Did you do anything yesterday that was different from today?
2. Why did you take this job?
3. Was this your first job choice?
4. How many times did you change your mind about what you wanted to be before you went to work?
5. What part of your job do you like best? Is there a part of your job you do not like? Are there any hazards?
6. Who depends upon your work?
7. What experiences and training on this job might prepare you for some other kind of job should you ever want to change?
8. Do you work nights and days?
9. Are you tired when you get home? On your job do you have to be nice to people who are crabby and ill-mannered?
10. What inventions could put you out of work?
11. Are people with your kind of skills usually needed even when business may be bad? Is your work at all seasonal? Is this type of work limited to geographical areas?
12. What type of education is necessary for this work?
13. What classes did you have in the sixth grade that help you now in your work?
14. Is there any personal quality required for this job?
15. In general, what are the starting salaries in this type of work?
16. When does your boss compliment you or when do you compliment your employees?
17. When are people fired?
18. What school did you attend?

19. What changes have taken place recently?

20. Do you expect any changes in the near future?

21. What qualifications do you need to get your job, such as

    a. Age

    b. Height

    c. Weight

    d. Sex

    e. Marital status

    f. Veteran

    g. Union

    h. License

22. Is it permissible to get another employee to cover your job if you want time off?

23. Did any of your leisure activities increase your ability to obtain this job or help you to perform better on this job?

24. Did you have to make a decision between two or more jobs?

25. Is there anything we need to know about the job that has not been asked?

USE OF THIS PUBLICATION

Instructional Units

The Social Studies curriculum consists of five instructional units. Each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, visual aids, tests, and answers to the test. Most units are planned for approximately ten hours of instruction.

Careful study of each instructional unit by the teacher will help him determine:

A. The amount of material that can be covered in each class period
B. The skills which must be demonstrated
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: Terminal Objectives stating the subject matter to be covered in a unit of instruction and Specific Objectives stating the student performance necessary to reach the terminal objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which were used in this material:

Name	Identify	Describe
Label	Select	Define
List in writing	Mark	Discuss in writing
List orally	Point out	Discuss orally
Letter	Pick out	Interpret
Record	Choose	Tell how
Repeat	Locate	Tell what
Give		Explain

Order	Distinguish	Construct
Arrange	Discriminate	Draw
Sequence		Make
List in order		Build
Classify		Design
Divide		Formulate
Isolate		Reproduce
Sort		Transcribe
		Reduce
		Increase
		Figure

Demonstrate
Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When a teacher adds objectives, he should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a Suggested Activities sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Instructor: Duties of the instructor will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheets, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss terminal and specific objectives and information sheets; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Students: Student activities are listed which will help the student to achieve the objectives for the unit.

Information Sheets

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that information sheets serve as an excellent guide for presenting the background knowledge necessary to develop the skills specified in the terminal objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective for such activities as learning and locating the parts of a machine.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledge which is a necessary prerequisite to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the terminal objective. Test items for objectives added by the teacher should be constructed and added to the test. Progress sheets are provided for student and teacher to record acceptable performance of skills outlined in job sheets.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify the major types of land transportation used in the United States. He should be able to identify jobs related to land transportation and to solve social problems caused by land transportation vehicles. This will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Select from a list the names of five major types of land transportation vehicles used in the United States.
2. List two reasons for increased land transportation in the United States since 1940.
3. Identify three environmental pollution problems caused by land transportation vehicles.
4. Name three jobs related to land transportation.
5. List two ways to control environmental pollution caused by land transportation vehicles.
6. Write the correct name for signs related to traffic control.
7. Match three jobs related to traffic problems to the correct job description.
8. List two ways to control the use of natural resources by land transportation vehicles.
9. Match four job titles related to environmental pollution control to the correct job description.
10. Demonstrate the ability to serve as a member of a debate team on the following topic: "Resolved--The government does/does not have the right to require anti-pollution devices for automobiles."

This unit was written by Judy Dugan and Peggy Phillips in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheets.

B. Provide students with information sheet.

C. Make transparencies.

D. Discuss terminal and specific objectives.

E. Discuss information and assignment sheets.

F. Give test.

II. Student:

A. Read objective sheet.

B. Study information sheet.

C. Complete each assignment sheet.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

A. Objectives

B. Information sheet

C. Transparency masters

1. TM 1--Air
2. TM 2--Noise
3. TM 3--Litter
4. TM 4--Traffic Signs
5. TM 5--Traffic Signs (Continued)

D. Assignment sheets

1. Assignment Sheet #1–Reasons for Increased Land Transportation in U.S.
2. Assignment Sheet #2–Pollution Problems Caused by Land Transportation Vehicles
3. Assignment Sheet #3–Jobs Related to Land Transportation
4. Assignment Sheet #4–Environmental Pollution Controls
5. Assignment Sheet #5–Jobs Related to Traffic Problems
6. Assignment Sheet #6–Control of Natural Resources
7. Assignment Sheet #7–Debate

E. Answers to assignment sheets

F. Test

G. Answers to test

II. Reference: Danforth, Paul N. *Transportation: Managing Man on the Move.* Garden City, New York: Doubleday and Company, 1970.

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

INFORMATION SHEET

I. Land transportation vehicles

A. Automobile--Vehicle moving on four wheels designed for passenger transportation

B. Bus--Large motor driven passenger vehicle

C. Train--Connected line of railroad cars

D. Motorcycle--Two wheeled automotive vehicle

E. Bicycle--Vehicle with two wheels propelled by pedals

F. Truck--Automotive vehicle used to transport materials, merchandise, and equipment

II. Reasons for increased land transportation in U.S. since 1940

A. Increase in passenger cars

B. Increase in population

C. Technology

III. Environmental pollution problems caused by land transportation vehicles (Transparencies 1, 2, and 3)

A. Air

B. Noise

C. Litter

IV. Jobs related to land transportation

A. Dispatcher--Assigns motor vehicles and drivers for conveyance of freight or passengers; compiles list of available vehicles

B. Automobile mechanic--Repairs and overhauls buses, trucks, and other automotive vehicles

C. Automobile service station attendant--Fills fuel tanks of vehicles with gasoline or diesel fuel and checks oil, water, lubrication, tires, etc.

INFORMATION SHEET

D. Truck driver--Term applied to a worker who drives trucks to transport materials, merchandise, and equipment

E. Railroad engineer--Drives and operates locomotives and observes to see that it is clear at all times

V. Ways to control environmental pollution caused by land transportation vehicles

A. Auto anti-pollution equipment--Device to limit amount of pollutants put out by automobiles

Example: Muffler

B. Safety inspection--Yearly check to see if car is well equipped and running properly

C. Low-lead gas--Gas that is low in pollutants

D. Pollution awareness programs--Local, state, or national projects to keep people aware of pollution problems

VI. Traffic control signs (Transparencies 4 and 5)

A. Regulatory signs--Used to regulate traffic

B. Guide signs--Used to guide traffic

C. Service signs--Used to inform of services ahead

D. Warning signs--Used to urge motorists to use caution

VII. Jobs related to traffic problems

A. Highway patrolman--Enforces laws on highways

B. Highway engineer--Supervises or designs highways

C. Construction worker--Builds and repairs highways

VIII. Ways to control the use of natural resources by land transportation vehicles

A. Anti-smog device--Equipment added to cars to eliminate unnecessary exhaust fumes and smoke

B. Air-cooled engine--Engine that does not use water to keep engine cool

C. Compact car--Car that is small and uses less gasoline per mile

INFORMATION SHEET

IX. Jobs related to environmental pollution control

A. Safety inspector--Man who is qualified to inspect automobiles for safety

B. Pollution control board--Members appointed to advise people on the pollution problems

C. Conservationist--Individual who is concerned with conserving our natural resources

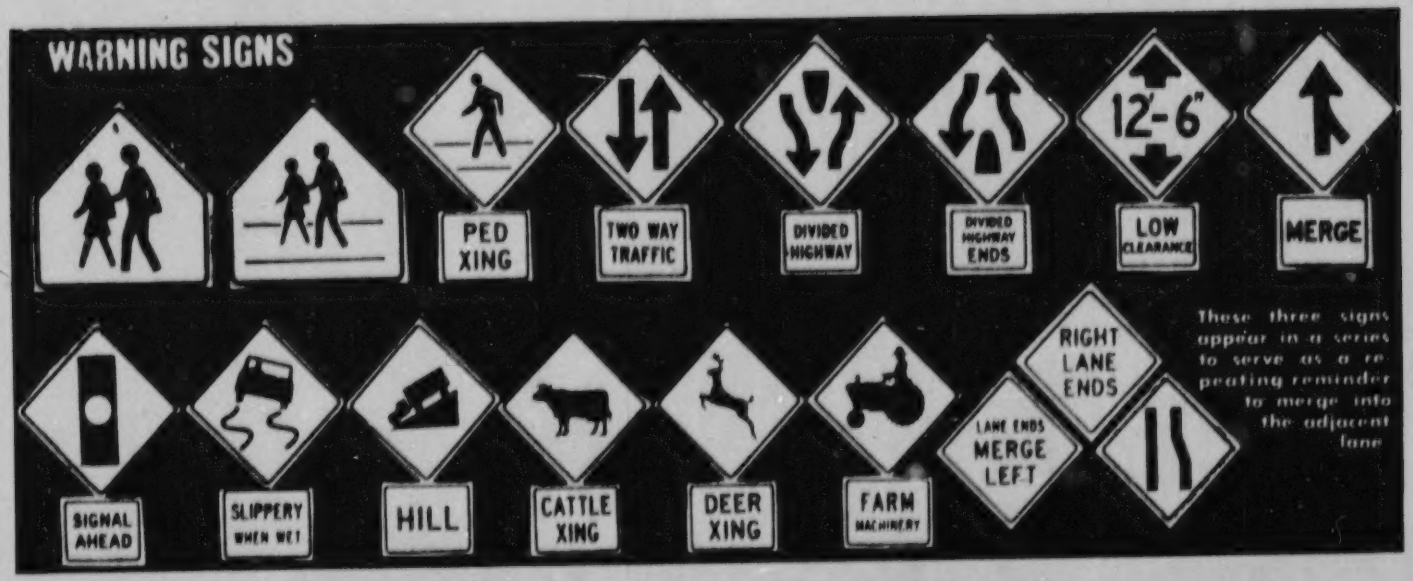
D. Forest ranger--Person who develops and cares for our forests

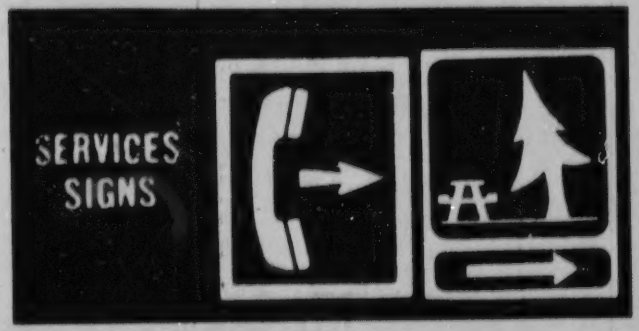
Air

Noise

Litter

Traffic Signs





Traffic Signs

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

ASSIGNMENT SHEET #1--REASONS FOR INCREASED LAND TRANSPORTATION IN U.S.

Read the following list of statements. Indicate Yes when statement agrees with corresponding graphs or NO when statement does not agree with corresponding graphs.

_____1. Between 1940 and 1965 the population has decreased.

_____2. The largest increase in car ownership was between 1945 and 1950.

_____3. There were 185 million people in the U.S. in 1965.

_____4. There were over 80 million cars in 1967.

_____5. The number of cars in the U.S. is increasing and so is the population.

Figure 1

POPULATION 1940-1965

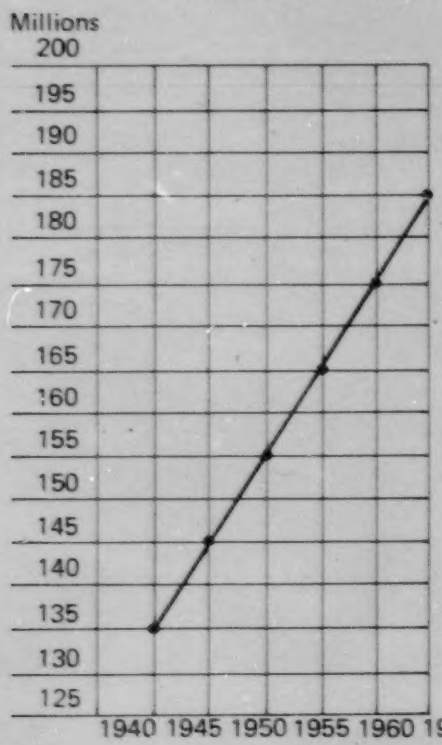
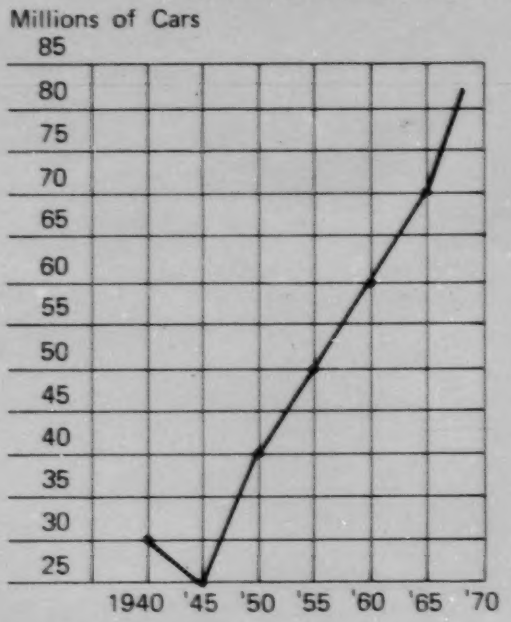


Figure 2

REGISTRATION OF PASSENGER CARS 1940-1970



SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

ASSIGNMENT SHEET #2--POLLUTION PROBLEMS CAUSED BY LAND TRANSPORTATION VEHICLES

Indicate with an "A" the statements that agree with the transparencies and with a "D" the statements that do not agree with the transparencies.

Transparency #1

_____1. Air pollution is not a problem.

_____2. Air pollution is easily observed.

_____3. Air pollution can be caused by land transportation vehicles.

Transparency #2

_____4. Litter is the main problem in this drawing.

_____5. Pollution can also be caused by noise.

_____6. Noise pollution cannot be stopped.

Transparency #3

_____7. A large amount of litter is thrown out of automobiles.

_____8. Motorists are observing the DO NOT LITTER signs.

_____9. Litter helps make America beautiful.

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

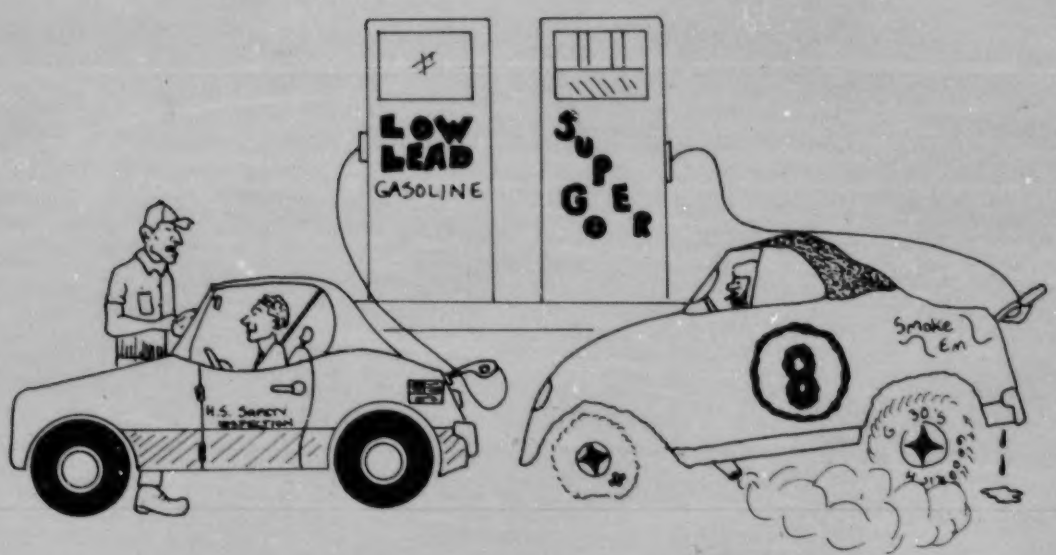
ASSIGNMENT SHEET #3--JOBS RELATED TO LAND TRANSPORTATION

Place an "X" under the different types of land transportation that these people will be best associated with. There may be more than one item per person.

		TRAIN	AUTO	TRUCK	BIKE	MOTORCYCLE
1.	Auto mechanic					
2.	Truck driver					
3.	Dispatcher					
4.	Service station attendant					
5.	Railroad engineer					

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

ASSIGNMENT SHEET #4--ENVIRONMENTAL POLLUTION CONTROLS



1. Concerned Clyde
   a.
   b.
   c.
   d.

2. Unconcerned Cornell
   a.
   b.
   c.

List under Clyde and Cornell the things that do or do not help control the pollution problems.

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

ASSIGNMENT SHEET #5--JOBS RELATED TO TRAFFIC PROBLEMS

Given different situations, tell which person would be required to handle the problem. Place one letter in each blank.

a. Highway patrolman

b. Highway engineer

c. Construction worker

_____1. A severe storm has caused huge chug-holes in our streets and they need repair.

_____2. A new highway has to be designed to take the place of our overcrowded streets.

_____3. John Brown was caught speeding on the interstate highway and was given a ticket.

_____4. There was an auto accident on the highway and this man was called to the scene.

_____5. A plan has to be devised to reroute traffic because of urban renewal.

_____6. Western Avenue was closed because asphalt was being poured to resurface the street.

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

ASSIGNMENT SHEET #6-CONTROL OF NATURAL RESOURCES

Circle the picture of the car in each set of drawings that is using the least amount of our natural resources.

List the ways to control the resource being used.

1. a.

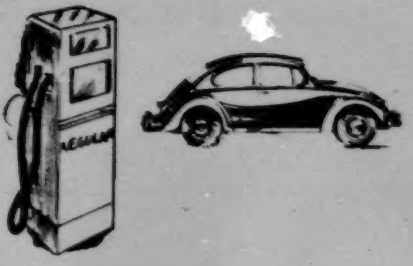
b.

2. a.

b.

3. a.

b.



SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

ASSIGNMENT SHEET #7--DEBATE

Divide into two groups to debate the following topic:

Resolved--The government does/does not have the right to require anti-pollution devices for automobiles.

(NOTE: The library and other resources should be used to gather information before beginning debate.)

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. No
2. No
3. Yes
4. No
5. Yes

Assignment Sheet #2

1. Disagree
2. Agree
3. Agree
4. Disagree
5. Agree
6. Disagree
7. Agree
8. Disagree
9. Disagree

Assignment Sheet #3

1. Auto, motorcycle, truck
2. Truck
3. Auto, truck, motorcycle
4. Auto, truck, bike, motorcycle
5. Train

Assignment Sheet #4

1. Clyde
   a. Low-lead gas
   b. Compact car
   c. Safety inspection
   d. Ecology sticker
2. Cornell
   a. Leaking oil
   b. High octane gas
   c. Faulty exhaust

Assignment Sheet #5

1. c
2. b
3. a
4. a
5. b
6. c

Assignment Sheet #6

1. b Anti-smog device
2. b Air-cooled engine
3. b Compact car

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

TEST

1. Select five major types of land transporation from the list below by placing a check in the correct blanks.

_____a. Train

_____b. Airplane

_____c. Boat

_____d. Bus

_____e. Motorcycle

_____f. Bicycle

_____g. Blimp

_____h. Helicopter

_____i. Submarine

_____j. Automobile

2. List two reasons for increased land transportation in the United States since 1940.

a.

b.

3. Identify environmental pollution problems caused by land transportation vehicles by placing a "T" or an "F" in front of the following statements.

_____a. Automobiles cause air pollution

_____b. Bicycles are a major cause of air pollution.

_____c. Motorcycles, trucks, and cars create noise pollution.

_____d. Noise pollution cannot be stopped.

_____e. A large amount of litter is thrown out of an automobile.

_____f. Litter makes America beautiful.

4. Name three jobs related to land transportation.

   a.

   b.

   c.

5. List two ways to control environmental pollution caused by land transportation vehicles.

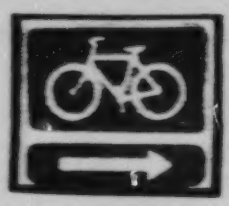
   a.

   b.

6. Write under each of the following traffic signs the correct name of the sign according to international laws.

   a.

   _____

   c. 

   _____

   b.

   _____

   d.

   _____

7. Match the following job descriptions related to traffic problems to the correct job title on the right.

_____a. Supervises or designs highways	1. Highway patrolman
_____b. Enforces laws on highways	2. Construction worker
_____c. Builds and repairs highways	3. Highway engineer

8. List two ways to control the use of natural resources by land transportation vehicles.

a.

b.

9. Match four job descriptions related to environmental pollution control to the correct job title on the right.

_____a. Members appointed to advise people on pollution problems	1. Safety inspector
_____b. Individual who is concerned with conserving our natural resources	2. Pollution control board
_____c. Person who develops and cares for our forests	3. Conservationist
_____d. Man who is qualified to inspect automobiles for safety	4. Forest ranger

10. Demonstrate the ability to serve as a member of a debate team on a given topic.

(NOTE: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

SOCIAL STUDIES IN TRANSPORTATION
LAND TRANSPORTATION--A SOCIAL PROBLEM

ANSWERS TO TEST

1. a, d, e, f, j

2. Any two of the following are acceptable.
   a. Increase in passenger cars
   b. Increase in population
   c. Technology

3. a. T
   b. F
   c. T
   d. F
   e. T
   f. F

4. Any three of the following are acceptable.
   a. Dispatcher
   b. Automobile mechanic
   c. Automobile service station attendant
   d. Truck driver
   e. Railroad engineer

5. Any two of the following are acceptable.
   a. Auto anti-pollution equipment
   b. Safety inspection
   c. Low-lead gasoline
   d. Pollution awareness programs

6. a. No U turn

   b. Signal ahead

   c. Bike route

   d. Hospital

7. a. 3

   b. 1

   c. 2

8. Any two of the following are acceptable.

   a. Anti-smog device

   b. Air-cooled engine

   c. Compact car

9. a. 2

   b. 3

   c. 4

   d. 1

10. Evaluated to the satisfaction of the instructor.

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify communication media used in the past and also modern communication media; identify advantages and disadvantages of media; order the procedure in newspaper production; name functions of mass media; analyze the weekly television schedule; survey the types of businesses in the telephone directory; and construct a time table of use of modern communication media. This will be evidenced through role playing, demonstration, and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match six communication media used in the past with the culture in which it was used.

2. Name two modern means of communication.

3. Match the advantages to each of the following communication media: television, radio, newspaper, postal service.

4. Match the disadvantages to each of the following communications media: television, radio, newspaper, postal service.

5. Arrange in order five of the ten steps necessary for the production of a newspaper.

6. List two functions of mass media in society.

7. Match one definition of a communication job with its associated occupation: postal service, printed communications, radio and television, telegraph, and telephone.

8. Demonstrate the ability to:

   a. Use the yellow pages of the telephone directory to survey the number and types of businesses and companies which are involved in some area of communications as represented by mass media and organize the survey results in chart form.

   b. Construct a chart showing the amount of time spent in one day using modern communication media.

c. Analyze the weekly television program guide by constructing a chart for each television network, showing:

   1) Time allotted for news programs.

   2) Time allotted for instructional programs.

   3) Time allotted for programs concerning social issues.

d. Role-play situations pertaining to jobs in communication.

This unit was written by Martha Nell Dodson in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheet.

B. Provide students with information and assignment sheets.

C. Discuss terminal and specific objectives.

D. Discuss information and assignment sheets.

E. Give test.

II. Student:

A. Read objective sheet.

B. Study information sheet.

C. Complete each assignment sheet.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

A. Objectives

B. Information sheets

C. Student Handout #1-How Man Communicated in the Past

D. Assignment sheets

1. Assignment Sheet #1--Advantages and Disadvantages of Communication Media

2. Assignment Sheet #2--Matching Jobs with the Various Communication Media

3. Assignment Sheet #3--Analyzing the Yellow Pages

4. Assignment Sheet #4–Analyzing Your Use of Communication Media

5. Assignment Sheet #5–Analyzing Weekly TV Schedules

6. Assignment Sheet #6–Role-Playing Jobs within Communication Media

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References:

A. Handouts, instructional materials, audiovisual aides: Southwestern Bell, Business Office, 707 N. Robinson, Room 1002, Oklahoma City, Oklahoma.

B. U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook*. Washington, D.C.: Superintendent of Documents, Government Printing Office.

C. Thiemann, Norma L. *Handbook of Job Facts*. Chicago, Illinois: Science Research Associates, Inc.

D. Coles, John, Nicholas Postgate, David Hawkins, and Barry Kemp. *The Awakening of Man*. New York: Paul Hamlyn.

E. Holmgren, Rod and William Norton, eds. *The Mass Media Book*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

F. Womach, James G. *Discovering the Structure of Social Studies*. New York: Benziges Brothers, 1970.

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

INFORMATION SHEET

I. Communication media used in the past

A. Greeks--Runners who delivered messages

B. Egyptians--Papyrus or paper; written communication

C. Phoenicians--Code messages; sailors used the concept of mirrors

D. Jungle tribes--Drums for sending messages

E. American Indians--Smoke signals

F. Colonial Americans--Horses and homing pigeons

II. Modern communication media

A. Mail or postal service

B. Printed communications, such as books, magazines, newspapers, and other printed publications

C. Television and radio

D. Telegraph

E. Telephone

III. Advantages of television, radio, newspaper, and the postal service as communication media

A. Television

1. Makes a news item available to the viewer as it takes place or soon thereafter; offers information in brief form
2. Allows the viewer to see the event himself and to apply his individual interpretation
3. Is the best source of information and news for the illiterate or poor reader
4. Offers a variety of viewpoints through panels and documentaries

INFORMATION SHEET

B. Radio

1. Is easy to transport, thus becoming a constant source of news and information, regardless of location or mobility of the individual

2. Allows listener to indulge in an imaginative experience as he interprets happenings as reported

3. Offers entertainment which can also be a subtle form of communication

C. Newspaper

1. Is more likely to include local news and human interest stories; can be read and reread

2. Involves the reader; often, editorials and topical news events become discussion topics for the entire family

3. Is usually reliable and accurate in its presentation; inexpensive and convenient to most people

4. Offers dramatization of events through pictures and cartoons

D. Postal service

1. Offers a distinct advantage in terms of cost, as compared to other media; provides personal communication

2. Delivers legal documents, confirmation of business transactions, and personal news; provides material that can be kept for reference

3. Is readily available and relatively convenient to all parts of the country without regard for economic status of an American family

IV. Disadvantages of television, radio, newspaper, and the postal service as communication media

A. Television

1. Is often too expensive for many Americans to have access to sets

2. Makes it impossible to see a program again if necessary

INFORMATION SHEET

3. Is inflexible, so the time schedule of viewer must be adjusted to fit the television schedule

B. Radio

1. Lacks visual contact which may limit the understanding of the listener; is subject to gaps between listener's perception of words and reporter's use of words

2. May give a premature or inaccurate presentation of news events through "quack" on-the-spot news coverage

3. Lacks variety in broadcasting

C. Newspaper

1. May carry news that is often a day or so old by the time it appears

2. Often does not offer broad coverage of national and international news

3. Is of little or no value for the illiterate or poor reader or for those with defective sight

4. Occasionally misleading because there is only one point of view presented

5. Can be at mercy of strikes and business failures

D. Postal service

1. May delay the delivery of the mail, magazines, and newspapers for several days

2. May be further delayed causing information delivered to be old or erroneous by the time delivery is made

3. Must contend with the problem of lost and stolen mail

4. Is of little value to people unable to read or write; appeals to those with some expertise in use of written language

V. Steps necessary for the production of a newspaper

A. When a newsworthy event occurs in the local town or nearby area, the newspaper dispatches a reporter to the place of the event

INFORMATION SHEET

B. The reporter observes the event or its aftermath, interviews witnesses, and attempts to acquire as much information as possible about the event

C. Often he will have to use files of the newspaper, town hall, library, or police headquarters to get the necessary information to write the background or history of the news story

D. Once he has the necessary information, the reporter types the story and submits it to a supervisor, often the editor, who may ask that the story be changed to fit into the total organization of the newspaper

E. The editor will give directions as to whether the story should be shortened, extended, rewritten, or simply eliminated

F. The story, along with any accompanying photographs, is then sent to the press shop. Here, the typesetter chooses the correct metal letters needed for the story, while the layout man designs exactly where in the newspaper this particular story will be placed

G. Once the typesetter and layout men have done their jobs, the printers operate the press machines which will imprint the type on the paper

H. The printed sheets are then folded into newspaper style, bundled, and made available to the distributor

I. The distributor, usually a trucking firm, takes the bundled newspapers to local stores and to central drop off points

J. Local newsboys then take the number of papers they need and deliver them to the customers on their route

VI. Functions of the media

A. Reporting of news

B. Forum for ideas

(NOTE: A running series of arguments among rival views and personalities gives us a basis for reaching a consensus about issues facing society.)

C. Selling goods and services

D. Entertainment

VII. Jobs associated with the use of communication media

A. Mail or postal service

1. Mailman–Delivers mail according to routes

INFORMATION SHEET

2. Postal clerk--Performs various postal services in the post office

3. Postal serviceman--Maintains the equipment required by the postal service

B. Printed communication

1. Writer or author--Writes the material to be published

2. Printing pressman--Prepares type forms and press plates for final printing and tends the presses

3. Newspaper reporter--Gathers information on current events and writes stories for publication

4. Editor--Head of a department of a newspaper; edits submitted materials; book editors publish other publications

5. Librarian--Selects and organizes collections of printed publications and other loan items, such as tapes

6. Sponsor--Financial backer for printed materials via the media of advertisements

C. Television and radio

1. Announcer--Introduces programs, guests, and musical selections; delivers most of the live commercial messages

2. Program director--Schedules the overall program for a station; other directors and assistants supervise individual programs for the station

3. Broadcast technician--Performs various mechanical, electrical and electronic jobs required for operation

4. Business manager--Keeps records, purchases, hires and does other routine office work

5. Actor and actress--Performers who make the production of a program possible

6. Sponsor--Buys advertising time to promote a special service or product and finances various programs

INFORMATION SHEET

D. Telegraph

1. Teletypist--Sends and receives messages on high-speed electronic machines similar to electric typewriters
2. Technician--Installs, services, and repairs telegraph equipment
3. Clerk--Operates the office utilizing the telegraph
4. Messenger--Delivers messages transmitted over the telegraph

E. Telephone

1. Telephone craftsman--Installs, repairs, and maintains telephones, cables, switching equipment, and message accounting systems; grouped by the type of work performed
2. Operator--Makes telephone connections, gives information, and assists customers
3. Clerical worker--Keeps records, makes up and sends bills to customers, and prepares statistical and other reports
4. Business and sales representative--Handles orders for new telephone services
5. Administrative and professional worker--Includes accountants, attorneys, personnel specialists, etc.
6. Engineer and draftsman--Scientific and technical personnel

STUDENT HANDOUT #1–HOW MAN COMMUNICATED IN THE PAST

One way to send a message to your friend is to run and tell him. That's what everyone did in early times. The Greeks were one such group of people. In fact, after one battle, a Greek soldier ran for two days to bring news of the victory, only to drop dead after he had delivered the message.

Egyptian civilization was founded on writing, the ability to express graphically the sounds of speech. The normal writing materials were papyrus, a paper-like substance made from thin strips of the papyrus reed, a rush pen, and ink.

The Phoenicians were among the first great sailors to establish trade routes on the Mediterranean Sea. They would send messages by flashing the sun's rays from a mirror or similar surface. Now we have the telegraph, radio, television, and the telephone.

STUDENT HANDOUT #1

Men also sent messages by beating drums. This was especially used by the jungle tribes in Africa. One man would beat his drum and his friend in the distance would hear it and pass the message along.

Riders on horses carried messages too. In the old West, pony express riders used the fastest horses. It was often dangerous because of bandits and Indians.

Indians sent messages by smoke signals. They would build a fire on top of a hill and by using a blanket, they could let out puffs of smoke.

Some pigeons, called homing pigeons, always fly back to where they came from. This gave man the idea of using them to carry messages, which were tied to the bird's leg.

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

ASSIGNMENT SHEET #1--ADVANTAGES AND DISADVANTAGES OF COMMUNICATION MEDIA

List in the chart below three advantages and disadvantages of radio, television, newspaper, and the postal service as communication media.

1. ADVANTAGES OF COMMUNICATION MEDIA

	a. Newspaper	b. Television	c. Radio	d. Postal service
1)	_____	_____	_____	_____
2)	_____	_____	_____	_____
3)	_____	_____	_____	_____

2. DISADVANTAGES OF COMMUNICATION MEDIA

	a. Newspaper	b. Television	c. Radio	d. Postal service
1)	_____	_____	_____	_____
2)	_____	_____	_____	_____
3)	_____	_____	_____	_____

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

ASSIGNMENT SHEET #2--MATCHING JOBS WITH THE VARIOUS COMMUNICATION MEDIA

Define each job listed under each area of communication media. Give the job training necessary and the job duties. Information can be acquired from the information sheets and appropriate library research.

1. Mail or postal service
    a. Mailman
    b. Postal clerk
    c. Postal serviceman
2. Printed communication
    a. Writer or author
    b. Printer
    c. Newspaper reporter
    d. Editor
    e. Librarian
    f. Sponsor
3. Television and radio
    a. Announcer
    b. Program director
    c. Broadcast technician
    d. Business manager
    e. Actor and actress
    f. Sponsor
4. Telegraph
    a. Teletypist
    b. Technician
    c. Clerk
    d. Messenger

ASSIGNMENT SHEET #2

5. Telephone

   a. Telephone craftsman

   b. Operator

   c. Clerical worker

   d. Business and sales representative

   e. Administrative and professional worker

   f. Engineer and draftsman

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

ASSIGNMENT SHEET #3--ANALYZING THE YELLOW PAGES

Using the yellow pages of the telephone directory, fill in the chart below to show which businesses associated with communication media are found in your community.

Type of Business	Number Listed
Radio station	_____
Television station	_____
Newspaper	_____
Book publisher	_____
Advertising agency	_____
Book and magazine distributor	_____
Telephone company	_____
Telegraph company	_____
Postal service	_____
Radio-TV sales	_____
Radio-TV services	_____
Electronic company (sales)	_____
Electronic manufacturing	_____
Print shop	_____
Trade or technical school	_____
List any additional ones you feel might be involved.	_____

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

ASSIGNMENT SHEET #4--ANALYZING YOUR USE OF COMMUNICATION MEDIA

On the following chart keep a record of the times you use these modern means of communication in one day. State the time and purpose for using the communication media. When completed, turn the chart in to the instructor.

MAIL	PRINTED MATERIALS	T.V. & RADIO	TELEGRAPH

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

ASSIGNMENT SHEET #5--ANALYZING WEEKLY TV SCHEDULES

Using the weekly television schedule, analyze the types of programs by completing the chart, showing the amount of time scheduled by each network for each of the following categories.

1. Time allotted for news programming
2. Time allotted for entertainment
3. Time allotted for issues of social significance

STATION	NEWS: TIME/WEEK	ENTERTAINMENT: TIME/WEEK	SOCIAL ISSUES: TIME/WEEK

Can you estimate the time allotted for commercials?

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

ASSIGNMENT SHEET #6--ROLE PLAYING JOBS WITHIN COMMUNICATION MEDIA

Role play with at least one other person and your teacher each of the following situations.

1. Discuss in conversation with your parents the various jobs available in communication media which would be interesting to you.

2. Pretend you are a high school counselor and you are advising two students about careers in communication media (include training necessary).

3. You and three other students represent a committee responsible for promoting careers in communication media among young adults. Role play a committee meeting. (What strengths would you emphasize?)

4. Pretend you are a person applying for a job in any one of the communication media. How would you convince the personnel director to hire you?

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Under each category, any three are acceptable.

1. Advantages

   a. Newspaper

      1) Includes local news and human interest stories
      2) Involves the reader
      3) Can be read and reread
      4) Offers dramatization of events through pictures and cartoons
      5) Inexpensive
      6) Available to most people

   b. Television

      1) Makes news item available immediately
      2) Allows personal interpretation of events
      3) Provides source of news for illiterate or poor reader
      4) Offers information in brief form
      5) Offers a variety of viewpoints through panels and documentaries

   c. Radio

      1) Is mobile and can be transported easily
      2) Offers imaginative experience for listener
      3) Provides entertainment
      4) Available in a majority of homes

   d. Postal service

      1) Offers advantage in terms of low cost
      2) Delivers legal documents for business transactions
      3) Provides material that can be kept for reference
      4) Provides personal communication
      5) Is relatively convenient to everyone

2. Disadvantages

a. Newspaper

1) Is subject to time lags between event and reporting of event

2) Is occassionally misleading

3) Is difficult for illiterate or poor reader

4) Can be at mercy of strikes and business failures

5) Often does not offer broad coverage of national and international news

b. Television

1) Is inflexible as far as viewer is concerned

2) Cannot be replayed or referred to later at convenience of viewer

3) Is often too expensive

c. Radio

1) May be wrongly interpreted because of lack of visual contact

2) Is subject to gaps between listener's perception of words and reporter's use of words

3) May give premature or inaccurate presentation of news events through "quack" on-the-spot news coverage

4) Lacks variety in broadcasting

d. Postal service

1) Is subject to delay

2) Can contain erroneous or outdated information due to further delay

3) Is of little value to people unable to read or write

4) Appeals to those with some expertise in use of written language

5) Must contend with problem of lost and stolen mail

Assignment Sheet #2

Answers can be partly determined from information sheet and will vary from student to student depending upon individual research.

Assignment Sheet #3

Answers will vary according to locality and telephone book used.

Assignment Sheet #4

Answers will vary depending upon daily individual habits and interests. Completion of chart is basis for evaluation.

Assignment Sheet #5

Answers should indicate that entertainment is allotted a greater proportion of time with news time ranking second and social issues third.

Teachers may wish to mention the possibility of interviewing people at TV studios or radio stations to help discover the answers to time allotments.

Assignment Sheet #6

Evaluation of this sheet will have to be by direct teacher observation and by a checklist. Student should verbalize a clear understanding of

1. Media jobs available
2. Training and education necessary
3. Self strengths or interests in terms of communication jobs

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

TEST

1. Match the culture in the right column with the media in the left column.

_____a. Code messages	1. American Indian
_____b. Runners	2. Colonial American
_____c. Smoke signals	3. Egyptian
_____d. Written symbols	4. Greek
_____e. Pigeons	5. Jungle tribe
_____f. Drums	6. Phoenician

2. Two modern means of communication are _____ and _____.

3. Match the advantages in the right column to the media in the left column.

_____a. Newspaper	1. Personal communication
_____b. Television	2. Involves reader
_____c. Radio	3. Best for poor reader
_____d. Postal service	4. Easy to transport

4. Match the disadvantages in the right column to the media in the left column.

_____a. Newspaper	1. Lacks visual contact
_____b. Television	2. Inflexible
_____c. Radio	3. Little value for illiterate
_____d. Postal service	4. Lost and stolen mail

5. The following steps for the production of a newspaper are out of order. In the space provided to the left of each step, place in sequence by numbering from 1 to 5.

_____Background information used

_____Story printed

_____Reporter observes

_____Sheets are folded

_____Story edited

6. List two functions of mass media.

a.

b.

7. Use the following key to match the media services in the key with the three occupational descriptions.

Key: 1) Postal service

2) Printed communication

3) Television and radio

4) Telegraph

5) Telephone

_____a. Sends and receives messages on high speed electronic machines

_____b. Selects collections of printed publications

_____c. Buys advertising time

8. Demonstrate the ability to:

a. Use the yellow pages of the telephone directory to survey the number and types of businesses and companies which are involved in some area of communications as represented by mass media and organize the survey results in chart form.

b. Construct a chart showing the amount of time spent in one day using modern communication media.

c. Analyze the weekly television program guide by constructing a chart for each television network.

d. Role play situations pertaining to jobs in communication.

(NOTE: If these activities have not been accomplished prior to the test, ask your teacher when they should be completed.)

SOCIAL STUDIES IN COMMUNICATION
COMMUNICATION MEDIA

ANSWERS TO TEST

1. a. 6
   b. 4
   c. 1
   d. 3
   e. 2
   f. 5

2. Any two of the following are acceptable.
   a. Mail or postal service
   b. Printed communications
   c. Television and radio
   d. Telegraph
   e. Telephone

3. a. 2
   b. 3
   c. 4
   d. 1

4. a. 3
   b. 2
   c. 1
   d. 4

5. 2 5
   4 3
   1

6. Any two of the following are acceptable.
   a. Reporting of news
   b. Forum for ideas
   c. Selling goods and services
   d. Entertainment

7. a. 4)
   b. 2)
   c. 3)

8. a. Satisfied by Assignment Sheet #3
   b. Satisfied by Assignment Sheet #4
   c. Satisfied by Assignment Sheet #5
   d. Satisfied by Assignment Sheet #6

SOCIAL STUDIES IN MANUFACTURING
LOCATING A MANUFACTURING FACILITY

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list those factors which affect the location of a manufacturing facility. The student should be able to serve as a member of a management team which selects the location of this manufacturing facility. He should also be able to define terms relevant to the locational factors and to describe the responsibilities of and requirements for qualified participation in the management team. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms and definitions associated with manufacturing management.
2. Match the management team personnel to the correct job description.
3. Identify the educational requirements needed for entry into business management positions.
4. List five economic factors which affect the location of a manufacturing facility.
5. List three noneconomic factors which affect the location of a manufacturing facility.
6. Demonstrate the ability to serve effectively as a member of a management team when given a description of a particular role.

This unit was written by Patricia Brant and Georgia Pattison in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

SOCIAL STUDIES IN MANUFACTURING
LOCATING A MANUFACTURING FACILITY

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheet.

B. Provide students with information and assignment sheets.

C. Discuss terminal and specific objectives.

D. Discuss information and assignment sheets.

E. Direct students through the simulation for selecting a manufacturing site.

1. Divide students into five groups, each group assuming the role of one management position.

2. Assign information sheet for reading and choosing location sites.

3. Initiate separate personnel meetings for Presidents, for Production and Purchasing officers, for Sales Managers, Personnel Managers, and for Treasurers.

4. Initiate management team meeting.

5. Disclose selections and discuss rationale.

F. Present variations or additions to Assignment Sheet #2.

1. Students collect data regarding a nearby city within twenty miles and analyze it as a location site for a manufacturing facility.

2. Students take a tour which shows a product being made or used and describe how product is made.

3. Students interview management personnel of a manufacturing company within the city to determine reasons for location.

4. Students analyze their city as a proposed location site by collecting data corresponding to the economic and noneconomic factors listed.

G. Give test.

II. Student:

A. Read objective sheet.

B. Study information and assignment sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

A. Objectives

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Criticizing a City

2. Assignment Sheet #2--Simulation for Selecting a Manufacturing Site

D. Test

E. Answers to test

II. References:

A. Association of American Geographers. *Geography in an Urban Age*, Unit 2: *Manufacturing and Agriculture*. Macmillan Company, 1969.

B. Lux, Donald G. and Willis E. Ray. *The World of Manufacturing*. Bloomington, Illinois: McKnight and McKnight, 1971.

SOCIAL STUDIES IN MANUFACTURING
LOCATING A MANUFACTURING FACILITY

INFORMATION SHEET

I. Terms and definitions

A. Competitor company--Organization which provides products similar to yours

B. Cost factor--Of cost to a company

C. Freight--Cost of moving a product by air, land, or water transportation

D. Input--Whatever is required to make a product, including natural resources, processed products, financing, buildings and equipment, energy, people, and knowledge

E. Management team--Group of experts who decide the best method of achieving the company's goals

F. Manufacturing--Systematic method of making things

G. Metropolitan area--Major city and its immediate surroundings

H. Noncost factor--Of no cost to a company

I. Output--Product or material made at a factory

J. Personnel--People working for a business

K. Production process--Way of making a certain number of a given kind of product in a specified length of time

L. Profit--Extra money left over after paying for materials, rent, wages, and other costs of production

M. Purchased--Bought

N. Tax exemptions--Freedom from paying taxes

O. Transportation--Moving of persons or goods from one place to another

II. Management team personnel

A. President

1. Holds top management position

2. Acquainted with all phases of the company's operation

INFORMATION SHEET

3. Responsible for the over-all operation of factory

4. Responsible for conducting management meetings

B. Production and purchasing officer

1. Responsible for efficient manufacturing process of factory

2. Responsible for purchasing materials necessary for production

C. Sales manager--Responsible for all sales efforts of the company

D. Personnel manager--Responsible for the hiring, training, and working conditions of all employees of the factory

E. Treasurer

1. Advises management team regarding expenditures of company money

2. Responsible for obtaining investors

III. Education requirements for management positions

A. College

B. Junior college

C. Business school

D. Trade and technical school

E. Correspondence courses

IV. Economic factors of location

A. Natural resources

1. Nearness to sellers of natural resources

2. Nearness to sellers of ready-made parts

B. Transportation costs

1. Materials to factory

2. Product to buyers

3. Tools and machines to factory

4. Availability of trucklines, railroads, airlines, and waterways

INFORMATION SHEET

C. Power to heat, cool, light, and run the factory and machines

D. Construction

1. Availability of building materials

2. Building codes

E. Labor

1. Average wage rates

2. Adequate supply of skilled labor

F. Taxes

1. Basic tax rates for manufacturing corporations

2. Tax exemptions

G. Available market for products

H. Finances--Near a major banking center for borrowing and investing

V. Noneconomic factors for location

A. Attitude of people

1. Positive desire to have new factories in the area

2. Willingness to work for the corporation

B. Attitude of local government

1. Willingness to zone areas to accommodate the factory

2. Willingness to extend governmental services to accommodate the factory and its employees

C. Living conditions

1. Housing

2. Schools

3. Churches

4. Shopping centers and stores

5. Recreation areas

INFORMATION SHEET

D. Weather--Minimum of extreme temperatures that prohibit working or recreation

E. Sources of knowledge--Nearby universities and research centers

SOCIAL STUDIES IN MANUFACTURING
LOCATING A MANUFACTURING FACILITY

ASSIGNMENT SHEET #1--CRITICIZING A CITY

Read the following description of Chicago, Illinois. Underline economic factors of location. Circle noneconomic factors of location.

More than six and a half million people live and work in or near Chicago. Yet, 150 years ago it was a small frontier fort and trading post.

Chicago is in an excellent location. It is a crossroads city for railroads, highways, and airways. As a map will show, it is also a lake port. Ships bring in raw materials from other lake ports and carry away manufactured products, grain, and meat. Also, ocean-going ships sail to Chicago from distant ports throughout the world. The St. Lawrence Seaway makes this possible. Futhermore, a canal and river link the city with the important Mississippi system. And don't forget that Chicago is in one of the richest agricultural areas in our whole country.

Chicago is our second largest industrial center. It manufactures food products, iron and steel goods, such as transportation equipment and farm machines, and hundreds of other articles. This city is also well-known for its research laboratories.

Tourists like to visit Chicago. They enjoy its shopping areas, museums, libraries, and other fine public buildings. It has lovely parks and wide sandy lakeside beaches. There are also miles and miles of tree-lined streets and attractive homes.

SOCIAL STUDIES IN MANUFACTURING
LOCATING A MANUFACTURING FACILITY

ASSIGNMENT SHEET #2--SIMULATION FOR SELECTING A MANUFACTURING SITE

INTRODUCTION

You are part of the management team of a new corporation. The corporation is faced with the decision of locating a manufacturing facility for your product. Although you and the other members of your team have specific jobs, you must, together, decide where to construct your manufacturing facility.

Each of you on the management team, in addition to your special knowledge, is aware of the general nature of production for the new company. The product of fabricated metal will be sold to other manufacturers. The raw materials will be purchased from other manufacturers. The operation will be served by a medium-sized factory with a total employment of about 200 persons.

You are aware that a rather high proportion of your company's employees will have to be skilled workers and that such a labor force is both difficult to find and expensive to maintain. The general knowledge of the firm, available to each member of your management team, is summarized in the table immediately below.

COMPANY ANTICIPATED INPUT-OUTPUT FOR 500 ITEMS

	Value, Dollars	Tons
Input		
Metals	$3,000,000	12,500
Other Materials	250,000	
Taxes, insurance depreciation	350,000	
Labor	1,250,000	
Utilities	55,000	
Total Costs	$4,905,000	
Output		
Total shipments	$6,000,000	12,500

The table shows that metals will be your most important input. Labor costing $1,250,000 will be the second largest input. These two production cost factors will be of prime interest when locating the new factory.

All members of the team have agreed that the factory should be located in the continental U.S. The natural resources are available here. You are also familiar with the monetary system and all other aspects of manufacturing in this country.

ASSIGNMENT SHEET #2

GROUP 1--PRESIDENT

As Larry Neal, age fifty, you are president of the new company. You have had a great deal of previous experience while working as a management officer for a competing firm. Your responsibilities are listed below.

1. Make sure each member of the team knows his duty and performs his job well.
2. Read the following pages and understand the duties of each team member.
3. Conduct meetings at which the members of your management team discuss choices for the new site.
4. Encourage each member of your management team to express his opinion and the reasons for it.
5. Explain that each member, including yourself, will have one vote and that majority rule will decide the location of the new factory.
6. Write a report indicating the final choice of location stating briefly the reasoning involved.

As president you have the following information concerning competitor firms. It is your belief that the new plant location should be where there is a good market and where no other firms serve the same area.

PRESIDENT'S POTENTIAL MARKETS TABLE

Metropolitan area	No. of Competitor Companies	Tons of Product Used By Area	Projected Sales of Product*
Jacksonville	2	1,600	500
Kent	0	700	700
Dalton	0	300	300
Crestview	2	900	300
Brunswick	0	500	500
Providence	0	500	500
Warren	1	500	250
Allentown	1	400	200
Huntington	0	300	300
Billings	1	600	300

*Projected Sales is figured by dividing the amount of the product used by the number of companies serving the area if your company located in that area.

ASSIGNMENT SHEET #2

Use this page to record your decisions for choosing a location.

1. Preliminary choice and reasons
2. Presidential meeting choice and reasons
3. Management team choice and final report

ASSIGNMENT SHEET #2

GROUP 2--PRODUCTION AND PURCHASING OFFICER

Your name is Michael J. Ware. You are thirty-nine years old and responsible for purchasing the natural resources needed for producing your product. You are also responsible for the manufacturing process at the new factory. You realize that the natural resources and railroad shipping costs will determine the cost of the final product. Therefore, you wish to locate as near as possible to the resources and where railway freight rates are the lowest possible.

You are also aware that in certain metropolitan areas, the productivity (the ability to produce goods) is higher than in other areas. Higher productivity rates mean that workers are more efficient.

LABOR PRODUCTIVITY INDEX

Metropolitan Area	Number of Man-Hours In Industries Like Yours	Value Added by Manufacturing	Productivity Index
Jacksonville	23,346	132,416	6.20
Kent	162,693	1,124,857	6.91
Dalton	39,023	282,047	7.23
Crestview	21,009	134,498	6.40
Brunswick	6,431	44,934	6.99
Providence	73,574	526,002	7.15
Warren	53,568	362,417	6.77
Allentown	18,202	129,108	7.09
Huntington	6,048	40,250	6.66
Billings	28,771	197,241	6.63

RAILWAY FREIGHT-CLASS RATES

The figures below represent the cost of moving one ton of raw materials from the source to the cities listed.

Metropolitan Area	Freight Rate
Jacksonville	$18.80
Kent	.00
Dalton	.00
Crestview	30.00
Brunswick	20.00
Providence	18.20
Warren	13.20
Allentown	13.60
Huntington	14.80
Billings	18.20

ASSIGNMENT SHEET #2

Use this page to record your decisions.

1. Preliminary choice and reasons
2. Production and Purchasing Officers' meeting choice and reasons
3. Management team choice and reasons

ASSIGNMENT SHEET #2

GROUP 3-SALES MANAGER

As James Ward, you are forty-five, a top salesman, and now in charge of all the sales efforts of the new company.

You believe that the most important factor influencing the location is the place from which you can serve the maximum number of customers at the least possible shipping cost. If shipping costs are held to a minimum, the total cost of the product could be less than the cost of competitor companies. To you, keeping the shipping costs down means more sales for your product.

You requested from the accounting department the table at the bottom of the page. The first column tells you the number of people who work in industries using your product, the larger the number the greater the need for your product. The middle column estimates the number of tons of product used in each of the metropolitan areas. The column on the right computes the cost of shipping the product. This is done by multiplying the number of tons by the freight rates in each metropolitan area.

SALES MANAGER'S POTENTIAL MARKETS TABLE

Metropolitan Area	No. of People Employed by Industry Using Our Product	Anticipated No. of Tons of Product Shipped to Each Area	Total Product Shipping Cost
Jacksonville	16,764	1,600	$1,496,100
Kent	7,524	700	1,715,900
Dalton	3,669	300	1,496,800
Crestview	9,281	900	2,848,600
Brunswick	5,897	500	2,430,300
Providence	5,643	500	1,628,800
Warren	5,287	500	1,534,400
Allentown	4,114	400	1,642,900
Huntington	3,242	300	1,999,200
Billings	6,414	600	1,695,500

ASSIGNMENT SHEET #2

Use this page to record your decisions.

1. Preliminary choice and reasons
2. Sales Managers' meeting choice and reasons
3. Management team choice and reasons

ASSIGNMENT SHEET #2

GROUP 4-PERSONNEL MANAGER

You are Berry Dixson, the thirty-one year old personnel manager of the new company. You are responsible for securing the people to work in the factory. Metropolitan areas usually provide an adequate supply of labor, but you wish to avoid an area which has a "tight" labor supply. It is also your responsibility to recommend a metropolitan area which has low labor costs.

LABOR COSTS AND SUPPLY

Metropolitan Areas	Total Wage Costs	Labor Supply Index*
Jacksonville	$1,295,000	B
Kent	1,361,000	A
Dalton	1,325,000	A
Crestview	1,229,000	B
Brunswick	1,224,000	B
Providence	1,416,000	B
Warren	1,301,000	A
Allentown	1,304,000	B
Huntington	1,182,000	A
Billings	1,320,000	B

*A=tight. B=moderately tight. C=moderate surplus.

You are also interested in a city in which the air pollution index is low. You, personally, don't want to live in an area where the air is filled with smog.

AIR POLLUTION INDEX

The cities are ranked from most to least air pollution.

1. Kent
2. Warren
3. Dalton
4. Providence
5. Billings
6. Allentown
7. Jacksonville
8. Crestview
9. Huntington
10. Brunswick

ASSIGNMENT SHEET #2

Use this page to record your decisions.

1. Preliminary choice and reasons
2. Personnel Managers' meeting choice
3. Management team choice and reasons

ASSIGNMENT SHEET #2

GROUP 5-TREASURER

You are Jim Wagner, forty-year-old treasurer of the new company. You are responsible for helping the company obtain money to invest in its operations. You are also responsible for the wise spending of this money and for helping to determine a location which will prove profitable.

You base your decision for location upon two factors: the tax structure and the availability of banks. The tax structure of some metropolitan areas favors business. Lower taxes mean less cost to the company. You also realize that banks are a source of money for your company. If all other costs are equal, you would choose a city with large bank deposits.

CORPORATE TAXES AND BANK DEPOSITS FOR VARIOUS CITIES

Metropolitan Areas	Estimated Taxes	Total Bank Deposits
Jacksonville	$125,000	$ 1,324,435
Kent	130,000	12,597,782
Dalton	125,000	3,829,317
Crestview	100,000	2,153,304
Brunswick	130,000	1,091,174
Providence	311,000	5,915,059
Warren	122,000	3,288,685
Allentown	264,000	2,015,154
Huntington	130,000	1,357,332
Billings	140,000	3,072,625

Because of your position with the company you have gathered information on several levels and have figured the total costs of locating in several metropolitan areas. At the management team meeting, you will present the facts represented in this last table.

TOTAL COSTS

Metropolitan Area	Total Costs
Jacksonville	$3,104,100
Kent	3,206,900
Dalton	2,946,800
Crestview	4,547,600
Brunswick	3,990,300
Providence	3,537,800
Warren	3,089,400
Allentown	3,334,900
Huntington	3,459,200
Billings	3,337,500

ASSIGNMENT SHEET #2

Use this page to record your decisions.

1. Preliminary choice and reasons
2. Treasurers' meeting choice and reasons
3. Management team choice and reasons

SOCIAL STUDIES IN MANUFACTURING
LOCATING A MANUFACTURING FACILITY

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

More than six and a half million people live and work in or near Chicago. Yet, 150 years ago it was a small frontier fort and trading post.

Chicago is in an excellent location. It is a crossroads city for railroads, highways, and airways. As a map will show, it is also a lake port. Ships bring in raw materials from other lake ports and carry away manufactured products, grain, and meat. Also, ocean-going ships sail to Chicago from distant ports throughout the world. The St. Lawrence Seaway makes this possible. Futhermore, a canal and river link the city with the important Mississippi system. And don't forget that Chicago is in one of the richest agricultural areas in our whole country.

Chicago is our second largest industrial center. It manufactures food products, iron and steel goods, such as transportation equipment and farm machines, and hundreds of other articles. This city is also well-known for its research laboratories.

Tourists like to visit Chicago. They enjoy its shopping areas, museums, libraries, and other fine public buildings. It has lovely parks and wide sandy lakeside beaches. There are also miles and miles of tree-lined streets and attractive homes.

Assignment Sheet #2--Evaluated to the satisfaction of the instructor.

SOCIAL STUDIES IN MANUFACTURING
LOCATING A MANUFACTURING FACILITY

TEST

1. Match the terms on the right to the correct definitions.

_____a.	Cost of moving a product by means of air, land, or water transportation	1.	Manufacturing
_____b.	Organization which provides products similar to yours	2.	Management team
_____c.	Whatever is required to make a product, including natural resources, processed products, financing, buildings and equipment, energy, and knowledge	3.	Input
_____d.	Group of experts who decide the best method of achieving the company's goals	4.	Freight
_____e.	Systematic method of making things	5.	Competitor company
_____f.	Product or material made at a factory	6.	Metropolitan area
_____g.	Major city and its immediate surroundings	7.	Output
_____h.	Way of making a certain number of a given kind of product in a specified length of time	8.	Purchased
_____i.	Of cost to a company	9.	Profit
_____j.	People working for a business	10.	Production process
_____k.	Freedom from paying taxes	11.	Personnel
_____l.	Extra money left over after paying for materials, rent, wages, and other costs of production	12.	Tax exemptions
		13.	Transportation
		14.	Cost factor
		15.	Noncost factor

_____m. Bought

_____n. Moving of persons or goals from one place to another

_____o. Of no cost to a company

2. Match the management team personnel on the right to the correct job description.

_____a. Top management position; responsible for all phases of the company's operation

_____b. Responsible for all sales efforts of the company

_____c. Responsible for all money matters

_____d. Responsible for the working conditions of employees

_____e. Responsible for efficient manufacturing and purchasing materials necessary for production

1. President
2. Production and purchasing officer
3. Sales manager
4. Personnel manager
5. Treasurer

3. Place a "+" before those statements which have education requirements for entry into business management positions. Use a "-" for those statements which do not contain an education requirement for entry into business management positions.

_____a. Ray Jones has recently graduated from business school. He is applying for the job of a personnel manager.

_____b. Mike Smith has recently graduated from college. He is applying for the position of purchasing officer.

4. List five economic factors which affect the location of a manufacturing facility.

a.

b.

c.

d.

e.

5. List three noneconomic factors which affect the location of a manufacturing facility.

a.

b.

c.

6. Demonstrate the ability to serve effectively as a member of a management team when given a description of a particular role.

(NOTE: If this activity has not been completed prior to the test, ask your instructor when it should be completed.)

SOCIAL STUDIES IN MANUFACTURING
LOCATING A MANUFACTURING FACILITY

ANSWERS TO TEST

1. a. 4
   b. 5
   c. 3
   d. 2
   e. 1
   f. 7
   g. 6
   h. 10
   i. 14
   j. 11
   k. 12
   l. 9
   m. 8
   n. 13
   o. 15
2. a. 1
   b. 3
   c. 5
   d. 4
   e. 2
3. a. +
   b. +
4. Any five of the following are acceptable.
   a. Natural resources

b. Transportation costs

c. Power to heat, cool, light, and run the factory and machines

d. Construction

e. Labor

f. Taxes

g. Available market for products

h. Finances--Near to a major banking center for borrowing and investing

5. Any three of the following are acceptable.

a. Attitude of people

b. Attitude of local government

c. Living conditions

d. Weather--Minimum of extreme temperatures that prohibit working or recreation

e. Sources of knowledge--Nearby universities and research centers

6. Performance skills will be evaluated to the satisfaction of the instructor.

SOCIAL STUDIES IN HEALTH CAREERS
THE PUBLIC HEALTH OFFICIAL

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify types of city government and the personnel involved. The student should also be able to act as a resident of the community in choosing the public health official he feels is most important to the community, to participate in a city council meeting, and to identify the responsibilities of and requirements for the public health officials included. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms and definitions associated with city government.
2. Match the four types of city government to the correct description.
3. Define public health.
4. Match three public health officials to the correct job description.
5. List personal qualifications needed by public health officials.
6. Match the college education requirements to the specific public health official's job.
7. Demonstrate the ability to:
   a. Match the correct public health official to one of six factors which indicate a need for that official to be hired.
   b. Participate in a city council meeting where the council makes the final decision on which public health official to hire.

This unit was written by Pat Brandt in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

SOCIAL STUDIES IN HEALTH CAREERS
THE PUBLIC HEALTH OFFICIAL

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheet.

B. Provide students with information and assignment sheets.

C. Discuss terminal and specific objectives.

D. Discuss information and assignment sheets.

E. Direct students through a simulation of selecting the public health official to be hired.

1. Divide students into groups representing wards of the community.

2. Initiate ward meetings.

3. Choose city council members at random and initiate city council meetings.

4. Have ward meeting spokesmen present the views of respective meetings.

5. Have city council vote to hire a public health official based upon the requests of the community and personal feelings.

(NOTE: The instructor may vary this activity by having the students analyze their city's needs for public health officials.)

F. Give test.

II. Student:

A. Read objective sheet.

B. Study information and assignment sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Match Needs to Public Health Officials

2. Assignment Sheet #2--Consider Hiring a Public Health Official

D. Test

E. Answers to test

II. References:

A. *Profiles of Health Careers*. Oklahoma Council of Health Careers.

B. Hartley, William H. and William S. Vincent. *American Civics*. 1970.

SOCIAL STUDIES IN HEALTH CAREERS
THE PUBLIC HEALTH OFFICIAL

INFORMATION SHEET

I. Terms and definitions

A. Mayor--Chief executive of a city government who sees to it that city laws are carried out

B. City council--Lawmaking body of a city or town

C. Ward--Election district within a city

D. Ordinance--Law passed by a local lawmaking body

E. Commissioner--Head of a city department under the commission plan; hired by the city council to enforce city laws and to help govern the city

F. City manager--Head of a city government hired by the city council to enforce city laws, to help govern city, and to appoint heads of city departments

II. Basic types of city government

A. Weak mayor plan--City council checks mayor's powers

1. Council approves or rejects mayor's appointments

2. Council must approve mayor's spending programs

3. Council can pass laws

4. Council may override mayor's veto of laws

B. Strong mayor plan

1. Mayor appoints and dismisses city officials

2. Mayor responsible for city budget and spending of funds

3. Mayor has the chief responsibility for the city's government.

(NOTE: Both the weak and strong mayor plans consist of a mayor-council form of city government which contains the following common characteristics.)

a. City council is the lawmaking body

INFORMATION SHEET

b. Mayor enforces city laws or ordinances

c. Mayor and city council members are elected by the people

d. Wards are city districts which elect one member to the council

C. Commission plan

1. Commission is elected by voters

2. Commission passes city ordinances

3. Each commissioner is responsible for running an important city department

4. Commissioner enforces laws in each important city department

D. City manager plan

1. Voters elect a city council

2. City council hires a city manager

3. City manager is responsible for enforcing the laws

4. City manager is responsible for appointing heads of city department

5. City manager hires and fires many other city employees

(NOTE: The main advantages of a city manager plan are (1) he would not be responsible to party politics for his position and (2) he can be dismissed if he does not do a good job. The main disadvantages of a city manager are (1) small cities may not be able to afford to hire a city manager and (2) very large cities may have too much work for one city manager to handle.)

III. Public Health--Program supported by federal, state, and/or local taxes as opposed to privately owned or philanthrophic hospitals, clinics, or other programs

IV. Job descriptions of three public health officials

A. Epidemiologist--Investigates the causes of unexplained contagious (mumps, measles, flu), chronic (heart disease, cancer), and mental diseases; tracks down sources of pollution and infection for outbreaks of mysterious origin; evaluates effectiveness of treatments and health programs

INFORMATION SHEET

B. Health economist--Advises on matters of management and financing of health services; works with hospital administrators and public health officials to analyze and reduce operating costs and to determine the practicality of developing new health facilities; helps in interpreting expenditures to private citizens

C. Public health nurse--Plans, gives, and supervises bedside nursing care; teaches nursing personnel; assists in teaching patients and their families; may also plan health services and administer various programs inside and outside a hospital or institutional setting

V. Personal qualifications of public health officials

A. Ability to work with other health professionals, especially physicians and statisticians

B. Ability to make decisions, organize, and plan

C. Good mental and physical health

VI. College education requirements

A. Epidemiologist--B.A. or B.S., preferably with a major in a biological or social science; two years for M.P.H. or M.S.

B. Health economist--Bachelor's degree in economics; Master's degree required for many positions

C. Public health nurse--Baccalaureate degree of four years

SOCIAL STUDIES IN HEALTH CAREERS
THE PUBLIC HEALTH OFFICIAL

ASSIGNMENT SHEET #1--MATCH NEEDS TO PUBLIC HEALTH OFFICIALS

Divide students into groups. Each group of students should be responsible for completing the following by matching the problem at the bottom to the public health official most capable of solving the problem.

1. EPIDEMIOLOGIST 2. HEALTH ECONOMIST 3. PUBLIC HEALTH NURSE

____a. In the last school year, absences from school averaged 15%, an unusually high rate. Federal funds to the school are determined by daily attendance. The school officials are, therefore, interested in determining what illnesses caused so many children to be absent and what programs could be established to help children avoid these illnesses. Which health official would be qualified to help the school administrator with this problem?

____b. The hospital in the town has recently experienced an increase in operating costs. The administrators want to offer the community high quality service without increasing the costs of these services. Which health official would be best qualified to help the hospital administration solve this problem?

____c. One of your neighbors was recently told by the doctor to begin a special routine of exercises and to follow a special diet. Which of the health officials would qualify to help the neighbor and his family to follow the doctor's instructions?

____d. Many citizens of the community have been experiencing aching muscles, high fevers, and nausea. The doctors have called it the "flu." Which health official could determine the exact cause of the illness and suggest an effective treatment?

____e. The community is interested in building a new clinic. The citizens have requested a doctor to specialize in each of these areas: child care, dental health, surgery, and eye care. Which official would be able to tell the citizens how much money the clinic would cost and if it would be practical to hire this many doctors for the community?

____f. The community has asked the city council to create a program to fight childhood diseases such as measles and mumps. Which public health official would be able to set up a program of innoculation of school age children?

SOCIAL STUDIES IN HEALTH CAREERS
THE PUBLIC HEALTH OFFICIAL

ASSIGNMENT SHEET #2-CONSIDER HIRING A PUBLIC HEALTH OFFICIAL

Each of you are residents of the city of Holdenville and are attending ward meetings to consider how to improve the public health service in your town. After you have read the editorial and the description of your ward, choose which public health official would best suit the needs of the city.

Two weeks ago the editor of the *Holdenville Chronicle* published the following editorial:

"The City Council of Holdenville has in the past successfully solved many problems. Because of our rapidly rising population, it has been necessary for the city to provide more water and sewage service. City streets have been refinished and improved in many ways. The school system has built a new elementary school and created additional rooms at the junior high school. The City Council and the Chamber of Commerce have helped locate new businesses in our city. The City Council has supported the building of a community swimming pool and a new recreation center. It is my feeling, however, that the City Council has failed to provide citizens of Holdenville in one very important way--the area of public health service. The present health program is outdated for the following reasons:

1. The city has no program to determine the cause and treatment of new diseases.
2. The city hospital has no special treatment program for heart patients or cancer patients.
3. The city hospital is not only old and crowded, but the increasing costs of its services place a burden on the citizens who need to be hospitalized.
4. The doctors in the community seem to be overworked and it is difficult to get an appointment.
5. The citizens have no education programs to help them care for the needs of the members of their families.
6. There are no health programs to fight contagious diseases.

In the past, the City Council has been quite responsive to the needs of the community. Certainly the above problems deserve the attention of our elected representatives."

Ward 1--As residents of Ward 1, you have been members of the community for several generations. You have watched the rapid growth of the city with concern. You also feel that the City Council has spent money foolishly in the past; however, you are in favor of improving the health services of the community. There are no schools in your ward, nor are there many young children living in your neighborhood. You are concerned about the high costs of hospital care. Some of your neighbors are following doctors' orders to follow special diets and exercise programs. After considering the above information and the editorial, your ward meeting decides that the City Council should hire a _____. A spokesman for your ward will present your opinion and reasons at the City Council meeting.

ASSIGNMENT SHEET #2

Ward 2--As residents of Ward 2, you are homeowners in the newest residential area of the community. Most of your neighbors have a moderate income and school age children. Some of you are concerned that there is no city-wide program of innoculation against measles, polio, mumps, and other diseases. After considering this information and the editorials, your ward meeting decides that the City Council should hire a _____. A spokesman for your ward will present your selection and reasons at the City Council meeting.

Ward 3--As residents of Ward 3, you live on the south side of town. The only hospital and doctors are on the north side of town, twenty minutes away. You are interested in having more doctors for the community, especially if they could be located in a clinic on the south side of town. One of the neighbors suggests that hospital costs could be lowered if an efficiency expert were hired. After considering this information and the editorial, your ward meeting decides that the City Council should hire a _____. A spokesman for your ward will present your selection and reasons at the City Council meeting.

Ward 4--As residents of Ward 4, you live in an elite section of town. The occupations of most of the neighbors are of a professional nature, such as lawyers, doctors, businessmen, and teachers. Recently some of you discussed the problems presented by the editor of the *Chronicle*. It seems to you that the city needs a program to correctly diagnose diseases and thus prevent them from spreading throughout the community and the schools. After considering this information and the editorial, your ward meeting decides that the City Council should hire a _____. A spokesman for your ward will present your selection and reasons at the City Council meeting.

Ward 5--As residents of Ward 5, many of you are interested in a good health program for the city. The hospital and doctor's building are located in this ward and each of you is quite aware of the constant traffic in and out of each building. You realize that disease can be controlled by preventive programs and proper diagnoses. After considering this information and the editorial, your ward meeting decides that the City Council should hire a _____. A spokesman for you will present your selection and reasons at the City Council meeting.

SOCIAL STUDIES IN HEALTH CAREERS
THE PUBLIC HEALTH OFFICIAL

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

a. 3 or 1

b. 2

c. 3

d. 1

e. 2

f. 3

Assignment Sheet #2--Answers are value judgements of each group

SOCIAL STUDIES IN HEALTH CAREERS
THE PUBLIC HEALTH OFFICIAL

TEST

1. Match the terms on the right to the correct definitions on the left.

____a.	Chief executive of a city government who sees to it that city laws are carried out	1. City manager 2. Mayor
____b.	Lawmaking body of a city or town	3. Commissioner
____c.	Election district within a city	4. City council
____d.	Law passed by a local lawmaking body	5. Ward
____e.	Head of a city department under the commission plan of city government	6. Ordinance
____f.	Head of a city government hired by the city council to enforce city laws, to help govern city, and to appoint heads of city department	

2. Match the four types of city governments on the right to the correct description by placing the correct number in the blanks provided.

____a.	Council approves or rejects major's appointments; council may override mayor's veto of laws	1. City manager plan 2. Weak mayor plan
____b.	Commission is responsible for running the city departments; commission is elected by voters	3. Commission plan
____c.	Mayor has chief responsibility for the city's government; mayor appoints and dismisses city officials	4. Strong mayor plan
____d.	Council hires a city manager who is responsible for enforcing the laws; city manager hires and fires many other city employees	

3. Define public health.

4. Match three public health officials to the correct job description by placing the correct number in the blanks provided.

____a.	Advises on matters concerning management and financing of health services; works with hospital administrators and public health officials to analyze and reduce operating costs and to determine the practicality of developing new health facilities; helps in interpreting expenditures to private citizens	1. Epidemiologist 2. Health economist 3. Public health nurse
____b.	Plans, gives, and supervises bedside nursing care; teaches nursing personnel; assists in teaching patients and their families; also plans health services and administers various programs inside and outside a hospital or institutional setting	
____c.	Investigates the causes of unexplained contagious, chronic, and mental diseases; tracks down sources of pollution and infection for outbreaks of mysterious origin; evaluates effectiveness of treatments and health programs	

5. List two personal qualifications needed by public health officials.

a.

b.

6. Match three public health officials' jobs to the college education requirements by placing the correct number on the right in the blanks provided.

____a.	Baccalaureate degree of four years	1. Epidemiologist
____b.	B.A. or B.S., preferably with a major in a biological or social science; two years for M.P.H or M.S.	2. Health economist 3. Public health nurse
____c.	Bachelor's degree in economics; Master's degree required for many positions	

7. Demonstrate the ability to:

a. Match the correct public health official to one of six factors which indicate a need for that official to be hired. (Satisfied by Assignment sheet #1)

b. Participate in a city council meeting where the council makes the final decision on which public health official to hire. (Satisfied by Assignment Sheet #2)

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

SOCIAL STUDIES IN HEALTH CAREERS
THE PUBLIC HEALTH OFFICIAL

ANSWERS TO TEST

1. a. 2
   b. 4
   c. 5
   d. 6
   e. 3
   f. 1

2. a. 2
   b. 3
   c. 4
   d. 1

3. Program supported by federal, state, and/or local taxes as opposed to privately owned or philanthropic hospitals, clinics, or other programs

4. a. 2
   b. 3
   c. 1

5. Any two of the following are acceptable.
   a. Ability to work with other health professionals, especially physicians and statisticians
   b. Ability to make decisions, organize, and plan
   c. Good mental and physical health

6. a. 3
   b. 1
   c. 2

7. Evaluated to the satisfaction of the instructor.

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify terms and duties in management, define the steps of problem-solving and relate them to managerial decision-making, simulate the various positions in management, and use the steps in problem solving to arrive at managerial decisions. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms and definitions associated with management.
2. Define the six steps of problem solving.
3. Match the duties of the manager with the correct management position.
4. Demonstrate the ability to resolve managerial problems by using the steps of problem solving in small-group activity.

This unit was written by Gerald Husted in a class at Central State University under the supervision of Dr. Richard Mitchell, Professor of Education.

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheet.

B. Provide students with information and assignment sheets.

C. Discuss terminal and specific objectives.

D. Discuss information and assignment sheets.

E. Direct students through the simulation for solving management problems related to:

1. Personnel Manager (Assignment Sheet #4)
2. Public Relations Manager (Assignment Sheet #5)
3. Traffic Manager (Assignment Sheet #6)
4. Plant Manager (Assignment Sheet #7)

F. Compile and provide the definitions of problems and suggested activities as generated in Step E.

G. Direct students through the simulation for solving the general management problems derived from Steps E and F with emphasis on these managerial roles. (Assignment sheet #8)

1. Sales or Marketing Manager
2. Advertising Manager
3. Production Manager
4. Industrial Relations Manager
5. Purchasing Manager

H. Give test.

II. Student:

A. Read objective sheet.

B. Study information and assignment sheets.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

A. Objectives

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--List the Six Steps in Problem Solving
2. Assignment Sheet #2--Identify the Managers
3. Assignment Sheet #3--Location of Managers with Duties
4. Assignment Sheet #4--Simulation for Personnel Manager Problem Solving
5. Assignment Sheet #5--Simulation for Public Relations Manager Problem Solving
6. Assignment Sheet #6--Simulation for Traffic Manager Problem Solving
7. Assignment Sheet #7--Simulation for Plant Manager Problem Solving
8. Assignment Sheet #8--Coordination of Information from Manager Simulations

D. Answers to assignment sheets

E. Test

F. Answers to test

II. References:

A. Wass, Phelmore D. *We Are Making Decisions*. Ginn Social Science Series, Ginn and Company, 1972.

B. *World Book Encyclopedia*, Vol. 20. Chicago, Illinois: Field Enterprises Educational Corporation, 1973.

C. Careers, Inc., Largo, Florida, 1972.

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

INFORMATION SHEET

I. Terms and definitions

A. Manager--One who holds a position of administrative or managerial responsibility

B. Plant--Fixtures, implements, machinery and often the building used in carrying on any industrial process

C. Supervisor--Administrator; director

D. Production--Act of producing, creating, manufacturing

E. Marketing--Trading in a market; buying or selling

F. Promote--To further the sale of an article by advertising

G. Public relations--Activities of an organization that is concerned with giving the general public a better understanding of its policies and purposes

H. Personnel--Persons employed in any work, business, or service

I. Purchase--To get by paying a price; buy

J. Traffic--Transportation of goods, merchandise, etc., for the purpose of trade

II. Major steps in problem solving

A. Recognizing the problem--Watch for conditions foretelling a serious problem in order to correct the problem in the beginning

Example: A president of an automobile manufacturing corporation, fearing a prolonged reduction of the supply of gasoline, recommends a greater supply of economy cars and a reduction of larger cars.

B. Defining the problem--Isolate and expose the problem to see if it is a series of smaller problems

Example: The president of the corporation must pose the problem in such a way so that the solution is meaningful--"Will a prolonged reduction of the supply of gasoline cause a general change in buying habits in the large car market?"

C. Gaining an understanding of the problem--Seek all information concerning symptoms, characteristics, and relationships to other problems in order to meet a deadline usually set for gathering of the information

Example: The president may hire a professional survey firm to conduct a sampling of the general public in regard to possible changes in car preferences.

D. Developing a possible solution to the problem--Develop, evaluate, and reject various hypotheses, choosing the most likely model and then developing it with additional information

Example: The opinion poll may lead the president to expect the general population to want more economy on gas mileage but to be unable to give up the luxury ride of a larger car; therefore, he decides to push the medium size car production.

E. Testing the solution--Test in every possible way the correctness of the solution and be on the lookout for harmful side effects if the solution is adopted

Example: The next step for the president is to increase the advertising of the medium line cars, with emphasis on a compromise between economy and luxury.

F. Accepting a solution--Continue to study, test, and modify the adopted solution.

Example: The president will keep a watchful eye on car sales and on the general change in the supply of gasoline.

III. Types of managerial jobs

A. Plant manager

1. Head of a factory or plant

2. Coordinates the production and distribution activities of the plant

3. Supervises the activities of the specialized department managers

B. Production manager

1. Controls and coordinates all the production activities of his company

2. Develops production policies, procedures, specifications, and costs for manufacturing the product

C. Sales or marketing manager

1. Finds potential customers for his company's products or services

2. Selects, trains, and supervises sales personnel

INFORMATION SHEET

D. Advertising manager

1. Responsible for promoting his company's products or services

2. Selects the media (television, radio, newspaper, etc.) in which the product or service will be presented

E. Public relations manager

1. Concerned with his company's public image

2. Plans exhibits, lectures, luncheons, plant tours, and contests

F. Personnel manager

1. Establishes procedures for recruitment and placement of new workers

2. Keeps informed about manpower needs and shortages

G. Industrial relations manager

1. Analyzes the personnel policies of the company to improve overall employer/employee relations

2. Acts as the bargaining agent for the company with union representatives

3. Responsible for employee training programs

H. Purchasing manager

1. Responsible for buying materials, parts, tools and other items for operation and supply of his company

2. Approves payment of bills and keeps records of goods purchased, costs of goods, delivery of items and other records pertaining to purchases

I. Traffic manager

1. Plans the safest, fastest, and most economical methods of goods shipped to and from his plant

2. Must be familiar with all transportation facilities

3. Responsible for inquiries into delays, damages, or irregularities in shipments

INFORMATION SHEET

IV. Personal qualifications of a manager

A. Possesses above average intelligence

B. Is ambitious

C. Is willing to assume responsibility

D. Possesses good judgement

E. Has the ability to make logical decisions

F. Has a four year college background (or at least some college)

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ASSIGNMENT SHEET #1--LIST THE SIX STEPS IN PROBLEM SOLVING

Read the statement below and place in the blank the step of problem solving that best describes that step.

1. The step where a solution continues to be studied, tested, and modified._____

2. The step where as many of the symptoms, characteristics, and relationships of a problem are sought._____

3. The step where a problem is isolated._____

4. The step where possible harmful side effects are studied. _____

5. The step where a hypothesis is adopted._____

6 The step where a problem is corrected before it becomes serious. _____

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ASSIGNMENT SHEET #2--IDENTIFY THE MANAGERS

Using the work list below, circle the jobs that mean or infer "manager" to you. Be ready to defend why you did or did not choose an item.

1. Executive
2. Teacher
3. Principal
4. Pilot
5. Cook
6. Janitor
7. Dog walker
8. Salesman
9. Accountant
10. Welder
11. Farmer
12. Truck driver
13. Rodeo cowboy
14. Dancer
15. Waitress
16. Baby-sitter
17. Bartender
18. Nurse
19. Barber
20. Dentist
21. Disc jockey
22. Writer
23. Housewife
24. Mechanic
25. Fireman

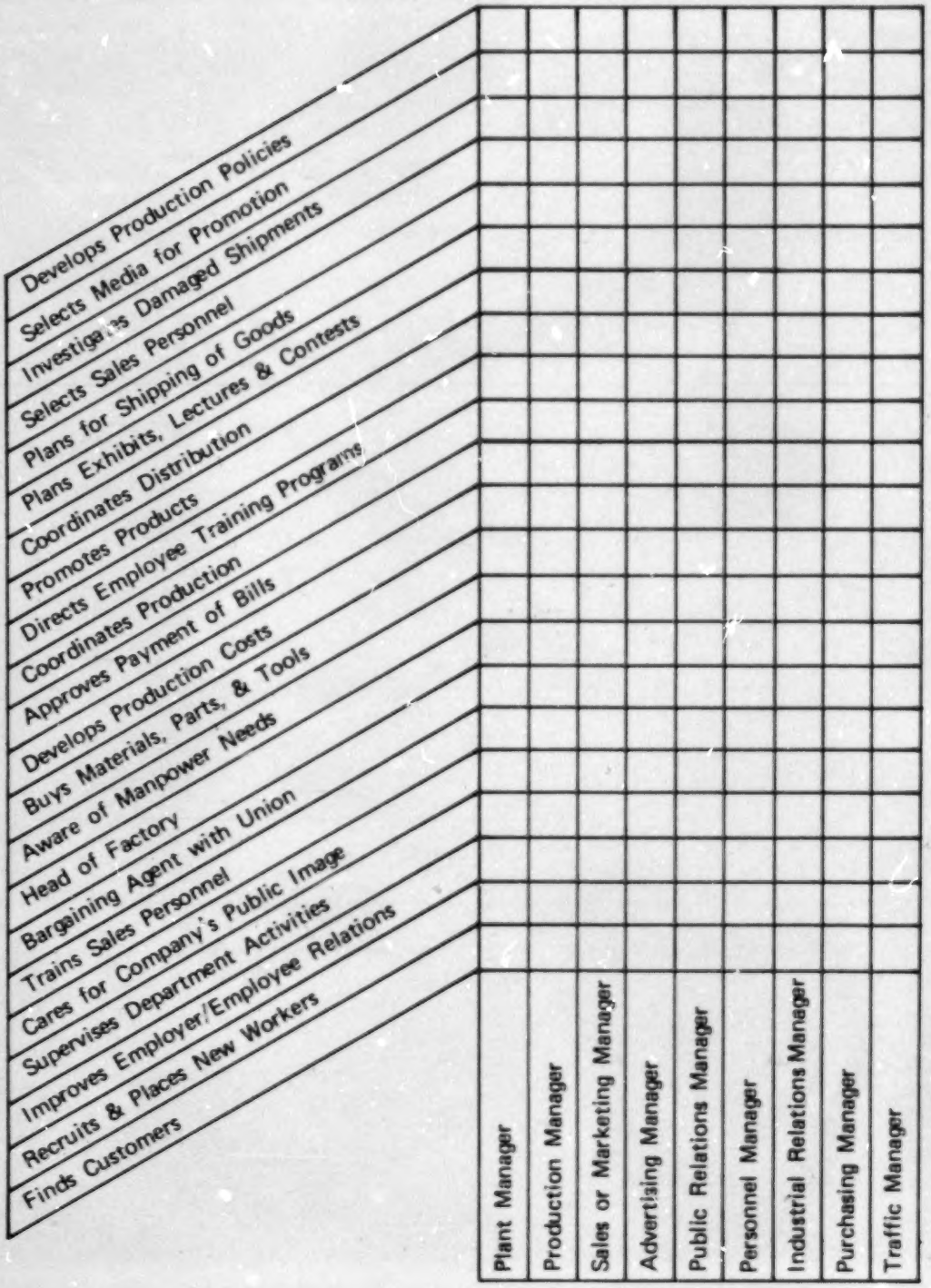
SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ASSIGNMENT SHEET #3-LOCATION OF MANAGERS WITH DUTIES

Locate the correct duty for each manager by placing an "X" in the correct square beside the name.

(See next page.)

ASSIGNMENT SHEET #3



SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ASSIGNMENT SHEET #4--SIMULATION FOR PERSONNEL MANAGER PROBLEM SOLVING

INTRODUCTION

The first part of this assignment will be completed in a large group. You are the personnel manager of a large automobile manufacturing plant. You have been informed that your company will reduce from a five day work week to a four day work week. You are faced with hiring people who can produce at a higher rate in shorter hours.

The first job that must be filled is a welder. There are four applicants for the opening. The first is a fifty year old male, grade school education, and twenty years of experience. The second is a twenty-four year old male, college degree in business, with no experience as a welder. The third is a thirty year old male, high school graduate, with five years experience. Last is a thirty year old female, some college, and three years experience.

You are now to break into small groups of four to five students and fill in the Simulation Problem Solving Sheet on the following page. Use one sheet for each group.

ASSIGNMENT SHEET #4

SIMULATION PROBLEM SOLVING SHEET

Small Group Members

1. _____
2. _____
3. _____
4. _____
5. _____

Manager Role _____

STEPS IN PROBLEM SOLVING

1. Recognizing the problem: (In this step, you are to write the reason that the situation is a problem to you.)

2. Defining the problem: (In this step, you are to state the situation in problem form so that the solution will be of aid to you.)

3. Gaining an understanding of the problem: (In this step, you are to list the various resources that could give you a more complete understanding of the problem.)

4. Developing a possible solution to the problem: (In this step, you are to write a possible solution to the problem.)

5. Testing the solution: (In this step, you are to list the possible ways that your solution might be tested to see if it will work.)

6. Accepting a solution: (In this step, you are to list in what ways you can continue to study, test, and modify the solution.)

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ASSIGNMENT SHEET #5--SIMULATION FOR PUBLIC RELATIONS MANAGER PROBLEM SOLVING

INTRODUCTION

The first part of this assignment will be completed in a large group. You are the public relations manager of a large automobile manufacturing plant. You have been informed that your company will reduce from a five to a four day work week. You are faced with explaining to the general public that a shorter work week will cause an unexpected increase in the price of new cars. The shorter work week also will result in smaller pay checks for your employees in a community that is dependent upon your company.

Use the same small group procedure as used on Assignment Sheet #4 and the Simulation Problem Solving Sheet on the following page.

ASSIGNMENT SHEET #5

SIMULATION PROBLEM SOLVING SHEET

Small Group Members 1. _____

2. _____

3. _____

4. _____

5. _____

Manager Role _____

STEPS IN PROBLEM SOLVING

Refer to explanation of steps on Assignment Sheet #4 and then fill in the information for each step:

1. Recognizing the problem–
2. Defining the problem--
3. Gaining an understanding of the problem--
4. Developing a possible solution to the problem–
5. Testing the solution–
6. Accepting a solution–

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ASSIGNMENT SHEET #6-SIMULATION FOR TRAFFIC MANAGER PROBLEM SOLVING

INTRODUCTION

The first part of this assignment will be completed in a large group. You are the traffic manager of a large automobile manufacturing plant. You have been informed that your company will reduce from a five to a four day work week. You are faced with keeping the present level of supplies coming in with a loss of one-fifth the time to describe them.

Use the same small group procedures that you used in Assignment Sheets #4 and #5 and use the Simulation Problem Solving Sheet on the following page.

ASSIGNMENT SHEET #6

SIMULATION PROBLEM SOLVING SHEET

Small Group Members 1. _____

2. _____

3. _____

4. _____

5. _____

Manager Role _____

STEPS IN PROBLEM SOLVING

Refer to explanation of steps on Assignment Sheet #4 and then fill in the information for each step:

1. Recognizing the problem--
2. Defining the problem--
3. Gaining an understanding of the problem--
4. Developing a possible solution to the problem--
5. Testing the solution--
6. Accepting a solution--

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ASSIGNMENT SHEET #7--SIMULATION FOR PLANT MANAGER PROBLEM SOLVING

INTRODUCTION

The first part of this assignment will be completed in a large group. You are the plant manager of a large automobile manufacturing plant. You have been informed that your company will reduce from a five to a four day work week. You are faced with the possibility that large expensive machinery will stand idle on the last day of production with a loss of time/dollars efficiency.

Use the same small group procedure as used in Assignment Sheets #4, #5, and #6 and use the Simulation Problem Solving Sheet on the following page.

ASSIGNMENT SHEET #7

SIMULATION PROBLEM SOLVING SHEET

Small Group Members

1. _____
2. _____
3. _____
4. _____
5. _____

Manager Role _____

STEPS IN PROBLEM SOLVING

Refer to explanation of steps on Assignment Sheet #4 and then fill in the information for each step:

1. Recognizing the problem--
2. Defining the problem--
3. Gaining an understanding of the problem--
4. Developing a possible solution to the problem--
5. Testing the solution--
6. Accepting a solution--

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ASSIGNMENT SHEET #8--COORDINATION OF INFORMATION FROM MANAGER SIMULATIONS

This assignment will be completed in small groups of five students. Use the matrix on the following page to compile the information taken from the simulation problem solving sheets. Rank in order of acceptability each group's definition of the problem and its solution for each of the manager simulations. Now examine the top ranked definitions and solutions and formulate a general problem out of the specific problems. Each member of the group is to assume one of the remaining managerial roles, that is, a production manager or a purchasing manager. Keeping in mind the duties and responsibilities of each manager, work through the six steps of problem solving to solve the desired general problem. The final solution must be in keeping with previous solutions.

For this assignment use the matrix on the following sheet and the Simulation Problem Solving Sheet immediately afterwards.

ASSIGNMENT SHEET #8

MATRIX FOR COMPILING THE RANKING OF DEFINITION AND SOLUTION OF PROBLEMS

FILL IN TOP RANKED DEFINITION AND SOLUTION FOR EACH MANAGER'S PROBLEMS

MANAGERS	DEFINITION OF PROBLEM	SOLUTION TO PROBLEM
PERSONNEL		
PUBLIC RELATIONS		
TRAFFIC		
PLANT		
DEFINITION OF GENERAL PROBLEM		

ASSIGNMENT SHEET #8

SIMULATION PROBLEM SOLVING SHEET

	Student Name	Manager Role
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Fill in information for each step:

1. Recognizing the problem--

2. Defining the problem--

3. Gaining an understanding of the problem--

4. Developing a possible solution to the problem--

5. Testing the solution--

6. Accepting a solution--

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Accepting a solution
2. Gaining an understanding of the problem
3. Defining the problem
4. Testing the solution
5. Developing a possible solution to the problem
6. Recognizing the problem

Assignment Sheet #2--Evaluated to the satisfaction of the instructor. Student should see the relationship between various "managerial duties" and each of the 25 jobs. As an example, the housewife is a manager in terms of (1) budgeting to pay bills, (2) preparing a meal, etc.

Assignment Sheet #3

Plant Manager	8, 13, 16, 4
Production Manager	13, 22, 11
Sales or Marketing Manager	1, 19, 6
Advertising Manager	15, 21
Public Relations Manager	5, 17
Personnel Manager	2, 9
Industrial Relations Manager	3, 7, 14
Purchasing Manager	10, 12
Traffic Manager	18, 20

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

TEST

1. Match each term on the right with its correct definition. Write the number in the blank.

_____a. To get by paying a price	1. Manager
_____b. Building used in industrial process	2. Marketing
_____c. Giving an understanding of the business to the public	3. Personnel
_____d. Persons employed in any work	4. Plant
_____e. To further the sale of an article by advertising	5. Production
_____f. Holding a position of administration	6. Public relations
_____g. Director; administrator	7. Promote
_____h. Act of producing	8. Purchase
_____i. Buying or selling in market	9. Supervisor
_____j. Transportation of goods	10. Traffic

2. Define the following six steps of problem solving

   a. Recognizing the problem--

   b. Defining the problem--

   c. Gaining an understanding of the problem--

   d. Developing a possible solution to the problem--

   e. Testing the solution--

   f. Accepting a solution--

3. Match the duties of the manager with the correct management position.

_____a. Develops production costs	1. Advertising manager
_____b. Plans for shipping of goods	2. Industrial relations manager
_____c. Improves employee/ employer relations	3. Personnel manager
_____d. Buys materials, parts, and tools	4. Plant manager
_____e. Selects sales personnel	5. Production manager
_____f. Recruits and places new workers	6. Public relations manager
_____g. Head of factory	7. Purchasing manager
_____h. Promotion of products	8. Sales or marketing manager
_____i. Cares for company's public image	9. Traffic manager

4. Demonstrate the ability to resolve managerial problems by using the steps of problem solving in small-group activity.

(NOTE: If this activity has not been completed prior to the test, ask your instructor when it should be completed.)

SOCIAL STUDIES IN BUSINESS
A CAREER IN MANAGEMENT

ANSWERS TO TEST

1. a. 8
   b. 4
   c. 6
   d. 3
   e. 7
   f. 1
   g. 9
   h. 5
   i. 2
   j. 10

2. An approximation of the following definitions is acceptable.
   a. Watch for conditions foretelling a serious problem in order to correct the problem in the beginning.
   b. Isolate and expose the problem to see if it is a series of smaller problems.
   c. Seek all information concerning symptoms, characteristics, and relationships to other problems in order to meet a deadline usually set for gathering of the information.
   d. Develop, evaluate, and reject various hypotheses choosing the most likely model and then developing it with additional information.
   e. Test in every possible way the correctness of the solution and be on the lookout for harmful side effects if the solution is adopted.
   f. Continue to study, test, and modify the adopted solution.

3. a. 5
   b. 9
   c. 2

d. 7

e. 8

f. 3

g. 4

h. 1

i. 6

4. Performance skills will be evaluated to the satisfaction of the instructor.